DOCUMENT RESUME

ED 170 714 CS 004 825

TITLE	A Reading Program Guide for the Montgomery County Public Schools, K-12.
INSTITUTION	Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.
PUB DATE	79
NOTE	77p.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Behavioral Objectives; Class Organization; Elementary Secondary Education; Program Development; *Reading Instruction; Reading Material Selection; *Reading Programs; Teacher Role; Teaching Techniques

ABSTRACT

The purpose of this publication is to define the program of kindergarten through grade 12 reading instruction in Montgomery County, Maryland, schools. It lists the reading objectives and minimum performance levels and identifies, by grade level, those which are to receive the highest teaching/learning priority. It also contains instructions for developing, implementing, and evaluating the program; techniques for identifying below-level readers; recordkeeping requirements; and a list of successful reading programs, a glossary of terms, and the competency-based prerequisites for graduation. (FL)

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Department of Instructional Planning and Development

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A READING PROGRAM GUIDE
FOR
THE MONTGOMERY COUNTY PUBLIC SCHOOLS, K-12

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C SD04825

Spring 1979

Montgomery County Public Schools
Rockville, Maryland

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Rockville, Maryland

Table of Contents

Page

Preface v

Acknowledgments vi

Point of View 1

Curriculum

MSDE Reading Goals 2
MCPS Reading Objectives/Competencies 3

Reading Scope and Sequence 4

Instruction

Development of the MCPS Reading Program 37
Competencies in Reading Methodology 37

Reading Assistance Program 41

Implementation

Grouping for Instruction 42
Program Management and Articulation 43
Choosing Instructional Materials 43
Reading in the Middle/Junior and Senior High Schools 46

Assessment 49

Techniques for Identifying Below-Level Readers 51

Recordkeeping 53

Responsibilities for Implementing and Monitoring the MCPS Reading Program 54

Summary 62

Instructional Guides and Related Materials 62

Appendices

Appendix A. Standards for Successful Reading Programs 63

Appendix B. Glossary 67

Appendix C. Competency-Based Prerequisites for Graduation; MSDE Resolution 70

PREFACE

On August 22, 1977, the Board of Education of Montgomery County adopted resolution No. 553-77 *Re: Year of Emphasis on Reading/Language Arts.* It states in part that

> Montgomery County Public Schools shall develop an overall coordinated reading instructional program plan for all grade levels which shall serve as the guide for the local schools and area offices.
>
> 1. The plan shall be primarily developmental with flexibility to provide for different student needs. The plan shall provide for remediation and advanced skills as well as indicate how state minimal standards shall be met.
>
> 2. Responsibilities for implementation and monitoring the county plan shall be clearly delineated . . .

In addition, the Maryland State Department of Education bylaw for minimum reading levels states that "The *Maryland Reading Scope and Sequence for Grades 1-12* shall be distributed to each local education system and each school within that system so that all reading curriculums are amended to include the prescribed minimum performance levels by grade level for each reading goal." (Bylaw 13.03.02.06 Minimum Reading Levels, May 25, 1977)

Accordingly, a single scope and sequence has been developed which combines the current MCPS objectives with the MSDE minimum performance levels.

The MCPS reading program begins in the Kindergarten where skills prerequisite to success in learning to read are emphasized. This Kindergarten component has been combined with the MCPS-MSDE scope and sequence, describing the total MCPS reading program, K-12.

The MCPS objectives are taken from three basic reading guides: *Teaching Reading Skills* (Bulletin 246, Volume I); *Teaching Reading Skills, Comprehension — Critical Reading/Thinking Skills* (Bulletin 246, Volume II); and *Teaching Reading Skills, Prereading* (Bulletin 246, Volume III). The combined scope and sequence, K-12, will be used by schools as the basis for implementing the MSDE and MCPS requirements. It is compatible with the work being done on the reading/language arts instructional system and will insure continuity in those schools not involved in the pilot program.

The purpose of this publication is to define the program of reading instruction in Montgomery County. It lists the reading objectives and minimum performance levels and identifies, by grade level, those which are to receive the highest teaching/learning priority. It is to be used by all principals and staffs to develop a plan for implementing a coordinated school reading program, articulated from group to group and from grade to grade.

ACKNOWLEDGMENTS

This publication was developed under the leadership of Johnie E. Harris, Coordinator of Reading, assisted by the following supervisors of reading:

Lester H. Birchall
Doris McClain
Donald Pfau
Cheryl H. Wilhoyte
Ruth Yudkoff

and by the following reading/language arts teacher specialists:

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Carl L. Kruhm, Jr.
Leona Larsen
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Betty Myers
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Geraldine Scaduto
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Frances Vernosky
Marcia Wilson

Administrators and some staff members in the following schools made significant contributions to this publication by reacting to the working copy.

Arcola Elementary School
Argyle Junior High School
John T. Baker Junior High School
Bethesda Elementary School
Burtonsville Elementary School
Cresthaven Elementary School
Damascus High School
Fairland Elementary School
Fields Road Elementary School
Robert Frost Junior High School
Galway Elementary School
Garrett Park Elementary School
Highland View Elementary School
Lakewood Elementary School
Luxmanor Elementary School
Newport Junior High School
Northwood High School
Oakland Terrace Elementary School
Parkwood Elementary School
Robert E. Peary High School
Randolph Junior High School
Summit Hall Elementary School
Walt Whitman High School
Washington Grove Elementary School
Charles W. Woodward High School

POINT OF VIEW

In teaching, one cannot and should not separate reading from the development of the other language abilities — speaking, listening, and writing. However, for purposes of planning, organizing, developing, and evaluating instructional programs, the teaching of reading can be defined and described.

We use language to share our experiences, our thoughts, and our feelings with others. We use language to recall the past, reflect on the present, and project into the future. We use language to communicate, to learn, and to imagine. Instruction in reading must be viewed in relation to all of these broad goals. Learning to read must be considered as one means to achieve these goals; and the MCPS reading program is, therefore, an integral part of the language program.

Reading instruction, eclectic in approach, takes place at all grade levels from Kindergarten through Grade 12. So vital is the development of reading proficiency to the development of general competence that teachers at all grade levels and in all subject fields bear responsibility for developing the reading-study skills proper to their respective fields.

The MCPS reading program is designed to offer appropriate alternatives to expedite teaching to the individual strengths and needs of each student. It is based on the recognition that students bring different skills, abilities, attitudes, and learning styles to the task of learning to read. Those differences are in part a reflection of the diversity in the home and community environments from which our students come. The reading program is planned to recognize, utilize, and respond to that diversity. Research into reading instruction clearly points out the fact that there is no best way to teach reading. Most available material and known methods work for *some* children, but none works for *all* children. Within the framework of a common set of reading skills, all students are provided a variety of experiences with materials, techniques, and approaches that best facilitate their learning to read. This MCPS point of view is consistent with MSDE Reading Goals.

CURRICULUM

MARYLAND STATE DEPARTMENT OF EDUCATION READING GOALS

Each Maryland student who has achieved the objectives for reading established by the local school should:

1. UTILIZE A VARIETY OF READING MATERIALS

   In this goal, a student identifies his/her own purposes for using reading materials; and, from a wide variety of available materials, the student selects those which are suitable in level of difficulty and in content. Such materials include both print (e.g., books, newspapers, periodicals, vertical files, documents) and nonprint (e.g., films, records, transparencies, maps, globes, charts).

2. USE A WORD-RECOGNITION SYSTEM

   The achievement of this goal enables a student to perform two tasks which are basic to success in reading. First, he/she knows and can apply a system for recognizing unfamiliar words. Secondly, the student can instantaneously and simultaneously pronounce words and determine their meaning in a particular context. Such a system includes the use of the necessary picture, context, structural, phonic, and authority (e.g., glossary, dictionary) clues.

3. COMPREHEND VARIOUS READING MATERIALS

   To accomplish this goal, the student must think literally, critically, and creatively about the intent of the communication. Thus, the student must develop a method for using the pattern of thought in the message in order to understand the meaning and to draw inferences. In this process, he/she uses personal experiences and knowledge about the content to ask a variety of questions and to find suitable answers to those questions.

4. MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY

   This goal prepares the student to survive in society by helping him/her to cope with everyday reading experiences (e.g., following directions, locating references, gaining information, understanding forms, and attaining personal development). Since it establishes a minimum performance level for students, this goal is of prime importance.

5. SELECT READING AS A PERSONAL ACTIVITY

   The essence of this goal is the student's personal enjoyment and appreciation of the reading process by which he/she can and does read. The development of such a positive attitude must not be left to chance but must instead include the continuous building of reading interest, desire, and habit as an integral part of all reading instruction throughout the state.

MCPS READING OBJECTIVES/COMPETENCIES

The MCPS reading program is developed around a defined set of reading objectives/competencies that all students are expected to acquire. Within the overall English/Language Arts aim of developing in each student a lifelong competence in using oral and written language, the reading program encompasses the following skills/objectives:

1. Recognize written words that represent common spoken words (sight vocabulary)
2. Relate alphabetic symbols to language sounds in context of words
3. Relate left-to-right letter patterns (written words) to corresponding word pattern
4. Use structural clues to word recognition
5. Recode words of more than one syllable
6. Decode abbreviations and measurement symbols
7. Use context
8. Use grammatical structure (syntactic clues to derive meaning)
9. Use typographical clues to meaning (spacing, capital letters, punctuation, type variations)
10. Read orally to convey meaning
11. Associate words with objects or ideas they represent
12. Locate and/or recall specific information
13. Translate a communication into a different form, different language, or different level of abstraction
14. Interpret major ideas and relationships between ideas
15. Make predictions from data
16. Apply previously learned skills or generalizations to new situations and problems
17. Analyze organizational patterns of a communication (picture, paragraph, chapter, book, story, poem, report, or article)
18. Synthesize into a new form of expression ideas selected from communications
19. Evaluate communications

READING SCOPE AND SEQUENCE

The following lists of reading objectives/competencies are organized by grade level (K-12) and are keyed to specific state reading goals in accordance with the Maryland Reading Scope and Sequence. Those marked by an asterisk (*) have been designated by the Maryland State Department of Education as minimum competencies at the grade levels indicated; those marked by a plus (+) have been designated by Montgomery County Public Schools as representing reasonable expectations for MCPS students at the grade levels indicated. Both should be given the highest teaching/learning priority at the respective grade level. This scope and sequence should serve as a guide for the planning and evaluation of all reading instructional programs in each classroom and school.

Kindergarten

Goal I. Utilize a variety of prereading/reading materials.

A. **Variety of materials**

+ 1. Students will select pictures and books containing pictures to locate information, describe, and discuss.

Goal II. Use a word recognition system.

A. **Concrete object, picture, idea**

+ 1. Students will identify concrete objects, pictures, and ideas by name.

B. **Context**

+ 1. Students will use correct word sequence as a clue to comprehend word meaning.
2. Students will use structure words as clues to sentence meaning.
+ 3. Students will recognize that the written word represents their own and others' spoken words.

C. **Structure**

+ 1. Students will discriminate between letters that are the same and those that are different.
2. Students will recognize that words are composed of letters.
+ 3. Students will discriminate between words that are the same and words that are different.
+ 4. Students will identify structural units as words separated by spacing in a sentence.

D. **Phonics**

1. Students will recognize that spoken words are made up of a combination of speech sounds.
+ 2. Students will match beginning sounds of words.
+ 3. Students will select rhyming words.
4. Students will recognize that speech sounds are represented by letters of the alphabet.
+ 5. Students will associate selected sounds with identified letter names.

E. **Authority**

+ 1. Students will associate the written word with objects or pictures labeled in the environment.

Goal III. Comprehend various reading materials.

A. **Comprehension**

+ 1. Students will listen to stories and answer literal, critical, and creative questions about them.
+ 2. Students will recognize their own names and those of some of their classmates.
+ 3. Students will recognize frequently used words at sight.
4. Students will use words correctly and identify their meanings.
+ 5. Students will use vocabulary of specific subject matter fields.
6. Students will translate from verbal to pictorial or diagrammatic and vice versa.
+ 7. Students will translate directions into action or a product.
+ 8. Students will translate from verbal to verbal or to kinesics (nonverbal language) and vice versa.
9. Students will translate from one level of abstraction to another.
+10. Students will identify main ideas.
+11. Students will discover relationships between ideas.

Goal IV. Meet the reading demands for functioning in society.

Goal V. Students will select reading as a personal activity.

A. **Personal reading**

+ 1. Students will "read" pictures and picture books.

Grade 1

Goal I. Utilize a variety of reading materials.

Goal II. Use a word recognition system.

A. **Picture**

B. **Context**

1. Students will use word order clues.
+ 2. Students will use spacing as a signal of structural units.
+ 3. Students will use capital letters as signals of sentence beginnings, proper nouns.

C. **Structure**

1. Students will recode one-syllable words with consonant-vowel-consonant/ phoneme pattern.
2. Students will use structure words as clues to sentence meaning.

D. **Phonics**

+ 1. Students will recognize consonants and vowels as speech sounds that are combined to make spoken words.
+ 2. Students will identify letters that represent beginning sounds of a word.
3. Students will identify letters that represent beginning sounds of several words.

E. **Authority**

Goal III. Comprehend various reading materials.

A. **Comprehension**

+• 1. Students will answer literal, critical, and creative questions about a fiction passage with a readability level of one.
+ 2. Students will recognize familiar words in environment.
+ 3. Students will recognize frequently used words at sight.
4. Students will identify meaning of words and use them correctly.
5. Students will use vocabulary of specific subject matter fields.
+ 6. Students will translate from verbal to pictorial or diagrammatic (map, pictures) and vice versa.
+ 7. Students will translate directions into action or a product.
8. Students will translate from verbal to verbal or to kinesics (role play, body language).
9. Students will translate from one level of abstraction to another.
10. Students will identify main idea or theme.
11. Students will discover relationship between ideas (sequence, comparison, contrast).

Goal IV. Meet the reading demands for functioning in society.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+• 1. Students will spend time reading independently.

Grade 2

Goal I. Utilize a variety of reading materials.

A. **Variety of materials**

+• 1. Students will select materials at their instructional reading level from a collection of print and/or nonprint materials.
+• 2. Students will state orally their purposes for reading selected materials.
+ 3. Students will locate information in pictures, filmstrips, narratives, paragraph, chapter.
+ 4. Students will use parts of books as a guide to content.
5. Students will locate information in a dictionary.

Goal II. Use a word recognition system.

A. **Picture**

+• 1. Students will use picture clues, if available, to pronounce unknown words found in the content.

B. **Context**

+• 1. Students will use context clues, if possible, to pronounce unknown words found in the content.
2. Students will use punctuation clues to phrase and sentence meaning.

C. **Structure**

+ 1. Students will recode one-syllable words with/consonant-vowel-consonant/phoneme pattern.
+ 2. Students will decode compound words.
3. Students will decode words with inflectional and derivational affixes (-s, -ed, -ful, -less).
4. Students will use word-order clues.
5. Students will use structure words as clues to sentence meaning.

D. **Phonics**

+• 1. Students will use beginning and ending consonant clues to help pronounce unknown words.

E. **Authority**

+• 1. Students will use a picture dictionary to help pronounce unknown words and/or get their meaning.

Goal III. Comprehend various reading materials.

A. **Comprehension**

+• 1. Students will answer literal, critical, and creative questions about a fiction passage with a readability level of two.
+ 2. Students will recognize familiar words in environment.
+ 3. Students will recognize frequently used words at sight.
4. Students will use context to determine intonation.
5. Students will use punctuation marks as signals of intonation contours.
6. Students will use correctly and identify meanings of words.
7. Students will use inflectional and derivational contrasts.
8. Students will supply synonyms and antonyms of given words.
9. Students will use vocabulary of specific subject matter fields.
+10. Students will translate from verbal to pictorial or to diagrammatic and vice versa (picture, map, chart).
+11. Students will translate directions into actions or a product.
12. Students will translate from verbal to verbal or to kinesics (role play, pantomime).
13. Students will translate from one level of abstraction to another (concrete to abstract).
14. Students will identify main idea, theme, or issue.
15. Students will discover relationships between ideas.
+16. Students will predict outcome of a narrative.
+17. Students will predict consequences of courses of action or events.
18. Students will predict actions or reactions of a character in various situations.
19. Students will identify and/or restate problem to determine skills or generalizations necessary to solution.
20. Students will select skills or generalizations applicable to problem.
21. Students will select skills or generalizations to solve a problem.
22. Students will combine ideas of others with own ideas.
23. Students will articulate and use subjective opinions, purposes, values.

Goal IV. Meet the reading demands of functioning in society.

A. **Functional reading**

+ 1. Students will decode abbreviations of common titles.
2. Students will decode abbreviations of days, months, parts of addresses, measurement terms.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+• 1. Students will spend time reading independently.

Grade 3

Goal I. Utilize a variety of reading materials.

A. **Variety of materials**

+ 1. Students will locate information in pictures, filmstrips, narrative, paragraph, chapter.
2. Students will locate information in newspaper.
+ 3. Students will use parts of books as guides to content.
+ 4. Students will locate information in a dictionary.
+ 5. Students will locate information in a glossary.
6. Students will locate information in a TV guide or timetable.

Goal II. Use a word recognition system.

A. **Picture**

B. **Context**

+ 1. Students will use punctuation.
+ 2. Students will recode frequently used words which do not conform to sound-spelling patterns.
+ 3. Students will use context (semantic clues) to anticipate and verify recoding of printed words into spoken words.
4. Students will use context (semantic clues) to decode homographs (differences in meaning but not in spelling — bat, wind).
5. Students will use context (semantic clues) to decode homophones (here, hear).

C. **Structure**

+• 1. Students will use inflectional ending clues to pronounce unknown words (-s, -ed, -ful, -less, etc.).
2. Students will use words with derivational affixes (-ment, -age, -less, etc.).
+ 3. Students will use contractions.

D. **Phonics**

+• 1. Students will use initial blend clues to help pronounce unknown words.
+ 2. Students will recode one-syllable words with consonant-vowel-consonant phoneme pattern.
+ 3. Students will recode one-syllable words with consonant clusters.
+ 4. Students will recode two-syllable words ending in *y*.
5. Students will recode words with *v* letter followed by *r*.
6. Students will recode words with *c* or *g* followed by *e*, *i*, or *y*.
7. Students will recode words with letters which represent no sound.

E. **Authority**

+• 1. Students will use a primary level dictionary to help pronounce and/or define unknown words and/or get their meaning.

Goal III. Comprehend various reading materials.

A. **Comprehension**

+• 1. Students will answer literal, critical, and creative questions about a fiction passage with a readability level of three.
+ 2. Students will recognize familiar words in the environment.
+ 3. Students will recognize frequently used words at sight.
+ 4. Students will use correctly and identify meanings of words.
+ 5. Students will supply synonyms and antonyms of given words.
+ 6. Students will use vocabulary of specific subject matter fields.
+ 7. Students will translate from verbal to pictorial or diagrammatic or vice versa.
+ 8. Students will translate directions into action or a product.
+ 9. Students will translate from verbal to verbal or to kinesics (body language).
10. Students will translate from one level of abstraction to another.
11. Students will identify main idea, theme, or issue.
12. Students will discover relationships between ideas.
+13. Students will predict the outcome of a narrative.
+14. Students will predict consequences of courses of action or events.
+15. Students will predict actions or reactions of a character in various situations.
16. Students will identify and/or restate problems to determine skills or generalizations necessary to solution.
17. Students will select skills or generalizations applicable to problem.
18. Students will use appropriate skills or generalizations to solve a problem.
19. Students will use appropriate skills or generalizations to determine a course of action.
+20. Students will combine ideas of others with own ideas.
21. Students will articulate and use subjective opinions, purposes, values, to make judgments.

Goal IV. Meet the reading demands for functioning in society.

A. **Following directions**

+• 1. Students will read to interpret basic directional-type vocabulary from road signs needed for walking.
+• 2. Students will read to interpret basic directional-type vocabulary from signs located in and on buildings.
+• 3. Students will read to interpret basic directional-type vocabulary from textbook instructions.
+ 4. Students will use pedestrian and road signs.
+ 5. Students will use building signs.
6. Students will use directional vocabulary in textbooks.

B. **Locating references**

C. **Gaining information**

+• 1. Students will read to elicit necessary information for the home from a calendar.
+ 2. Students will decode abbreviations of common titles.
+ 3. Students will decode abbreviations of days, months, parts of addresses, measurement terms.

+ 4. Students will locate information in pictures, filmstrips, narratives, paragraphs, chapters.
5. Students will locate information in newspaper.
+ 6. Students will use parts of a book as guides to content.
7. Students will locate information in a dictionary.
8. Students will locate information in a glossary.
9. Students will locate information in a TV guide or timetable.
+10. Students will use calendars.

D. **Understanding forms**

+• 1. Students will read to report personal information on school forms.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+• 1. Students will spend time reading independently.

Grade 4

Goal I. Utilize a variety of reading material.

A. **Variety of materials**

+• 1. Students will write purposes for reading, using the title, picture, or story elements.

Goal II. Use a word recognition system.

A. **Picture**

B. **Context**

+ 1. Students will use context to anticipate and verify recoding of printed words into spoken words.
+ 2. Students will use context to hypothesize meaning of word not in oral vocabulary.
+ 3. Students will use context to decode homographs.
+ 4. Students will use context to decode homophones.
+ 5. Students will use punctuation.
6. Students will use variations in type size, face, and placement.
+ 7. Students will use punctuation marks as signals of intonation contours.
+ 8. Students will use words correctly and identify their meanings.
+ 9. Students will supply synonyms and antonyms of given words.
+10. Students will use vocabulary of specific subject matter fields.

C. **Structure**

+• 1. Students will use general affixes and root word clues to pronounce unknown words.

D. **Phonics**

+• 1. Students will use vowel clues to help pronounce unknown words.
+ 2. Students will use knowledge of one-syllable word patterns to recode words of more than one syllable.
+ 3. Students will recode one-syllable words with consonant-vowel-consonant/phoneme pattern.
+ 4. Students will recode one-syllable words with consonant clusters.
+ 5. Students will recode words with letters which represent no sounds.

E. **Authority**

Goal III. Comprehend various reading materials.

A. **Comprehension**

+• 1. Students will ask and answer literal, critical, and creative questions about a fiction passage and content passage, especially science or social studies, with readability level of four.
+ 2. Students will use word order clues.
3. Students will use inflectional and derivational contrasts.
4. Students will use structure words as clues to sentence meaning.

+ 5. Students will use punctuation marks as signals of intonation contours.
+ 6. Students will translate from verbal to pictorial or diagrammatic and vice versa.
+ 7. Students will translate directions into action or a product.
+ 8. Students will translate from verbal to verbal or to kinesics (body language).
9. Students will translate from one level of abstraction to another.
+10. Students will identify main idea, theme, or issue.
+11. Students will discover relationships between ideas.
12. Students will predict outcome of a narrative.
+13. Students will predict consequences of courses of action or events.
+14. Students will predict actions or reactions of a character in various situations.
+15. Students will identify and/or restate problem to determine skills or generalizations necessary to solution.
16. Students will select skills or generalizations applicable to a problem.
17. Students will use appropriate skills or generalizations to solve a problem.
18. Students will use appropriate skills or generalizations to determine a course of action.
+19. Students will combine ideas of others with own ideas.
+20. Students will use established standards as criteria for making judgments.

Goal IV. Meet the reading demands for functioning in society.

A. **Following directions**

+• 1. Students will read to follow directions written in sequential order to know what to do in case of an emergency.
+• 2. Students will read to follow directions written in sequential order to play a game.
+• 3. Students will read to interpret cautions and warnings in the environment to know how to protect themselves from injury or inconvenience and to care for children and possessions.
+• 4. Students will read to interpret labels on packages and containers to know how to protect themselves from injury or inconvenience and to care for children and possessions.

B. **Locating references**

+• 1. Students will read to locate references within a phone book for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.
+• 2. Students will read to locate references within a TV guide for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.
+ 3. Students will locate information in pictures, filmstrips, narratives, paragraphs, chapters.
4. Students will locate information in newspaper.
+ 5. Students will use parts of book as guides to content.
+ 6. Students will locate information in dictionary.
+ 7. Students will locate information in glossary.
8. Students will locate information in atlas.
9. Students will locate information in almanac.
10. Students will locate information in a catalogue or advertisement.
11. Students will use media center guides.

C. Gaining information

+• 1. Students will read to identify words from a list of prescribed vocabulary words considered essential for gaining information for school, work, and living in society.
+ 2. Students will decode abbreviations of common titles.
+ 3. Students will decode abbreviations of days, months, parts of addresses, measurement terms.

Goal V. Select reading as a personal activity.

A. Personal reading

+• 1. Students will spend time reading independently.

Grade 5

Goal I. Utilize a variety of reading materials.

A. **Variety of materials**

+• 1. Students will select materials at their instructional reading level on an assigned topic from a collection of print and/or nonprint materials.
+• 2. Students will locate information using files, indices, atlases, almanacs, and magazines.

Goal II. Use a word recognition system.

A. **Pictures**

B. **Context**

1. Students will anticipate and verify recoding of printed words into spoken words.
+ 2. Students will hypothesize meaning of words not in oral vocabulary.
+ 3. Students will decode homographs.
+ 4. Students will decode homophones.
+ 5. Students will use punctuation.

C. **Structure**

+• 1. Students will use syllabication clues to pronounce unknown words.
+ 2. Students will combine pronounced syllables and adjust pronounciation to produce a word with sounds and stress heard in normal speech.

D. **Phonics**

+• 1. Students will decode words in which adjacent *v* letters represent two vowel sounds in separate syllables.

E. **Authority**

Goal III. Comprehend various reading materials.

A. **Comprehension**

+• 1. Students will ask and answer literal, critical, and creative questions about a fiction passage and a content passage, especially science or social studies, with a readability level of five.
+ 2. Students will use word order clues.
3. Students will use inflectional and derivational contrasts.
+ 4. Students will use structure words as clues to sentence meaning.
+ 5. Students will recognize familiar words in environment.
+ 6. Students will recognize frequently used words at sight.
+ 7. Students will supply synonyms and antonyms of given words.
+ 8. Students will use vocabulary of specific subject matter fields.
+ 9. Students will translate from verbal to pictorial or diagrammatic and vice-versa.
+10. Students will translate direction into action or a product.

+11. Students will translate from verbal to verbal or to kinesics (body language).
12. Students will translate from one level of abstraction to another.
+13. Students will identify ideas.
+14. Students will discover relationships between ideas.
+15. Students will predict outcome of a narrative.
+16. Students will predict consequences of courses of actions or events.
+17. Students will predict actions or reactions of a character in various situations.
18. Students will identify and/or restate problem to determine skills or generalizations applicable to problem.
+19. Students will select skills or generalizations applicable to problem.
+20. Students will use appropriate skills or generalizations to solve a problem.
21. Students will use appropriate skills or generalizations to determine a course of action.
+22. Students will combine ideas of others with own ideas.
+23. Students will articulate and use subjective opinions, purposes, values to make judgments.
+24. Students will use established standards as criteria for making judgments.

Goal IV. Meet the reading demands for functioning in society.

A. **Following directions**

+• 1. Students will read to follow directions written in sequential order to complete a school or job assignment.
+• 2. Students will read to follow directions written in sequential order to prepare food from a recipe.

B. **Locating references**

+• 1. Students will read to locate references within a textbook for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.
+• 2. Students will read to locate references within a magazine for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.
+• 3. Students will read to locate references within a multivolume resource (encyclopedia) for use in school, on a job, or at home by utilizing headings, indices, and cross references.
+ 4. Students will use parts of a book as a guide to content.
+ 5. Students will use media center guides.

C. **Gaining information**

+• 1. Students will read to elicit necessary information for school from textbook assignments.
+ 2. Students will decode abbreviations of common titles.
+ 3. Students will decode abbreviations of days, months, parts of addresses, measurement terms.
+ 4. Students will locate information in pictures, filmstrips, narrative, paragraph, chapter.
+ 5. Students will locate information in a newspaper.
+ 6. Students will locate information in a dictionary.

+ 7. Students will locate information in an encyclopedia.
+ 8. Students will locate information in a glossary.
+ 9. Students will locate information in a telephone directory.
+10. Students will locate information in a TV guide or timetable.
+11. Students will locate information in an atlas.
+12. Students will locate information in an almanac.
+13. Students will locate information in a catalog or advertisement.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+• 1. Students will spend time reading independently.

Grade 6

Goal I. Utilize a variety of reading materials.

A. **Variety of materials**

+• 1. Students will ask and answer questions posed from maps, globes, filmstrips, films, transparencies, pictures, and newspapers.

Goal II. Use a word recognition system.

A. **Picture**

+• 1. Students will use graphs, illustrations, charts, or tables to pronounce unknown words found in the content.
+ 2. Students will use context clues found in graphs, illustrations, charts, or tables.

B. **Context**

1. Students will anticipate and verify recoding of printed words into spoken words.
+ 2. Students will hypothesize meaning of word not in oral vocabulary.
+ 3. Students will use punctuation.

C. **Structure**

D. **Phonics**

E. **Authority**

+• 1. Students will ask and answer questions posed from maps, globes, filmstrips, films, transparencies, pictures, and newspapers.
+ 2. Students will use glossary and/or intermediate level dictionary to pronounce unknown words and/or get their meaning.

Goal III. Comprehend various reading materials.

A. **Comprehension**

+• 1. Students will ask and answer literal, critical, and creative questions about a fiction passage and a content passage, especially science or social studies, with a readability level of six.
+ 2. Students will use word order clues.
3. Students will use inflectional and derivational contrasts.
+ 4. Students will use structure words as clues to sentence meaning.
+ 5. Students will recognize familiar words in environment.
+ 6. Students will recognize frequently used words at sight.
+ 7. Students will supply synonyms and antonyms of given words.
+ 8. Students will use vocabulary of specific subject matter fields.
9. Students will distinguish denotative and connotative meanings.
10. Students will identify Greek and Latin roots as clues to meaning.
+11. Students will identify main idea, theme, or issue.
+12. Students will discover relationships between ideas.

+13. Students will predict outcome of a narrative.
+14. Students will predict consequences of courses of action or events.
+15. Students will predict action or reaction of a character in various situations.
16. Students will identify and/or restate problem to determine skills or generalizations necessary to solution.
17. Students will select skills or generalizations applicable to problem.
18. Students will use appropriate skills or generalizations to solve a problem.
+19. Students will use appropriate skills or generalizations to determine a course of action.
+20. Students will analyze narratives or works of literature.
21. Students will describe techniques used to influence thought/behavior (ex: propaganda techniques).
+22. Students will combine ideas of others with own ideas.
+23. Students will articulate and use subjective opinions, purposes, values to make judgments.
+24. Students will use established standards as criteria for making judgments.

Goal IV. Meet the reading demands for functioning in society.

A. **Following directions**

+• 1. Students will read to follow directions written in sequential order to assemble an item from a "do it yourself" kit.
+• 2. Students will read to follow directions written in sequential order to provide care for children.
+• 3. Students will read to follow directions written in sequential order to administer first aid.
+• 4. Students will read maps to find a location in the county.

B. **Locating references**

+• 1. Students will read to locate references within a dictionary for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.
+• 2. Students will read to locate reference within a newspaper for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.
+• 3. Students will read to locate references within an almanac for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.
+• 4. Students will read to locate references within a catalog for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.
+• 5. Students will read to locate references within a multi-resource center for use in school, on a job, or at home by utilizing the card catalog in the library.
+ 6. Students will locate information in pictures, filmstrips, narratives, paragraphs, chapters.
+ 7. Students will locate information in newspaper.

C. **Gaining information**

+• 1. Students will read to elicit necessary information for societal purposes from newspaper materials.
+• 2. Students will read to elicit necessary information for societal purposes from newspaper ads.
+ 3. Students will decode abbreviations of days, months, parts of addresses, measurement terms.

D. **Understanding Forms**

+• 1. Students will read to report personal information on application forms.
+• 2. Students will read to translate financial agreements, such as sales slips.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+• 1. Students will spend time reading independently.

Grade 7

Goal I. Utilize a variety of reading materials.

Goal II. Use a word recognition system.

A. **Picture**

B. **Context**

C. **Structure**

D. **Phonics**

E. **Authority**

Goal III. Comprehend various reading materials.

A. **Comprehension**

+• 1. Students will ask and answer literal, critical, and creative questions about a fiction passage and a content passage, especially science or social studies, with a readability level of seven.
+ 2. Students will supply synonyms and antonyms of given words.
+ 3. Students will use vocabulary of specific subject matter fields.
4. Students will distinguish denotative and connotative meanings.
+ 5. Students will identify Greek and Latin roots as clues to meanings.
+ 6. Students will formulate definitions in terms of class and/or characteristics.
7. Students will translate from verbal to pictorial or diagrammatic and vice versa.
+ 8. Students will translate directions into action or product.
9. Students will translate from verbal to verbal or to kinesics (body language).
10. Students will translate from one level of abstraction to another.
+11. Students will identify main idea, theme, or issue.
+12. Students will discover relationships between ideas.
+13. Students will predict outcome of a narrative.
14. Students will predict consequences of courses of actions and events.
+15. Students will predict actions or reactions of a character in various situations.
16. Students will identify and/or restate a problem to determine skills or generalizations necessary to a solution.
17. Students will select skills or generalizations applicable to a problem.
18. Students will use appropriate skills or generalizations to solve a problem.
19. Students will use appropriate skills or generalizations to explain a new phenomenon.
+20. Students will use appropriate skills or generalizations to determine a course of action.
21. Students will use appropriate skills or generalizations to justify a decision.
22. Students will state the reasoning for applying a particular skill or generalization.
23. Students will analyze narratives or works of literature.
+24. Students will describe techniques used to influence thought/behavior (e.g., propaganda techniques).
+25. Students will trace development of main and supporting ideas.
26. Students will analyze logic of method of reaching conclusions or generalizations.
27. Students will combine ideas of others with own ideas.

28. Students will formulate appropriate hypothesis from analysis of a problem.
29. Students will propose ways of testing hypothesis.
30. Students will integrate results of an investigation into solution of a problem.
31. Students will articulate and use subjective opinions, purposes, and values to make judgments.
32. Students will use established standards as criteria for making judgments.
33. Students will use standards of appropriateness/effectiveness for judging literature.
34. Students will evaluate effectiveness of communications used to influence opinion.
35. Students will independently establish and use objective criteria for evaluating ideas.

Goal IV. Meet the reading demands for functioning in society.

A. **Following directions**

B. **Locating references**

+ 1. Students will use parts of book as guides to content.
+ 2. Students will use media center guides.

C. **Gaining information**

+ 1. Students will locate information in pictures, filmstrips, narratives, paragraphs, chapters.
+ 2. Students will locate information in a newspaper.
+ 3. Students will locate information in a dictionary.
+ 4. Students will locate information in an encyclopedia.
+ 5. Students will locate and use information in functional reading.
+ 6. Students will locate information in a glossary.
7. Students will loca e information in a thesaurus.
+ 8. Students will locate information in a telephone directory.
+ 9. Students will locate information in a TV guide or timetable.
+10. Students will locate information in an atlas.
+11. Students will locate information in an almanac.
+12. Students will locate information in a magazine, pamphlet, or brochure.
+13. Students will locate information in a catalog or advertisement.
+14. Students will locate information in a concert or theatre program.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+• 1. Students will spend time reading independently.

Grade 8

Goal I. Utilize a variety of reading materials.

Goal II. Use a word recognition system.

+A. **Picture**

+B. **Context**

+C. **Structure**

+D. **Phonics**

+E. **Authority**

Goal III. Comprehend various reading materials.

A. **Comprehension**

+• 1. Students will ask and answer literal, critical, and creative questions about a fiction passage and a content passage, especially science or social studies, with a readability level of eight.
+ 2. Students will supply synonyms and antonyms of given words.
+ 3. Students will use vocabulary of specific subject matter fields.
+ 4. Students will distinguish denotative and connotative meanings.
5. Students will identify Greek and Latin roots as clues to meaning.
6. Students will formulate definitions in terms of class and/or characteristics.
7. Students will formulate operational definitions.
8. Students will translate from verbal to pictorial or to diagrammatic and vice versa.
+ 9. Students will translate directions into action or a product.
10. Students will translate from verbal to verbal or to kinesics (body language).
11. Students will translate from one level of abstraction to another.
+12. Students will identify main ideas, theme, or issue.
13. Students will discover relationships between ideas.
+14. Students will predict outcome of a narrative.
+15. Students will predict consequences of courses of action or events.
+16. Students will predict actions or reactions of a character in various situations.
17. Students will predict extension or expansion of trends, tendencies . . . (verbal or diagrammatic).
18. Students will fill in (interpolate) data omitted.
19. Students will identify/or restate problem to determine skills or generalizations necessary to solution.
20. Students will select skills or generalizations applicable to problem.
+21. Students will use appropriate skills or generalizations to solve a problem.
22. Students will use appropriate skills or generalizations to explain new phonemena.
23. Students will use appropriate skills or generalizations to determine a course of action.
24. Students will use appropriate skills or generalizations to justify decision.
25. Students will state the reasoning for applying particular skill/generalization.
26. Students will analyze narratives or works of literature.

+27. Students will describe techniques used to influence thought/behavior (e.g., propaganda techniques).
+28. Students will trace development of main and supporting ideas.
29. Students will analyze logic of method of reaching conclusions or generalizations.
30. Students will combine ideas of others with own ideas.
31. Students will formulate appropriate hypothesis from analysis of a problem.
32. Students will propose ways of testing hypothesis.
33. Students will integrate results of an investigation into solution of a problem.
34. Students will articulate and use subjective opinions, purposes, values to make judgments.
35. Students will use established standards as criteria for making judgments.
36. Students will use standard of appropriateness/effectiveness for judging literature.
37. Students will evaluate effectiveness of communications used to influence opinion.
38. Students will independently establish objective criteria for evaluating ideas and use them.

Goal IV. Meet the reading demands for functioning in society.

A. **Following directions**

+• 1. Students will read to find a location in a building, on a street, or in the local community by using maps and transportation schedules.

B. **Locating references**

+ 1. Students will use parts of book as guide to content.
+ 2. Students will use media center guides.

C. **Gaining information**

+• 1. Students will read to elicit necessary information for societal purposes from public announcements.
+• 2. Students will read to elicit necessary information for the home from bills.
+ 3. Students will locate information in pictures, filmstrip, narratives, paragraphs, chapters.
+ 4. Students will locate information in newspaper.
+ 5. Students will locate information in a dictionary.
+ 6. Students will locate information in an encyclopedia.
+ 7. Students will locate information in a glossary.
8. Students will locate information in a thesaurus.
+ 9. Students will locate information in a telephone directory.
+10. Students will locate information in an atlas.
+11. Students will locate information in an almanac.
+12. Students will locate information in a magazine, pamphlet, or brochure.
+13. Students will locate information in a concert or theatre program.

D. **Understanding forms**

+• 1. Students will read to translate financial agreements on mail order purchase forms.
+• 2. Students will read to translate financial agreements on subscriptions.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+• 1. Students will spend time reading independently.

Reading Scope and Sequence

Grade 9

Goal I. Utilize a variety of reading materials.

Goal II. Use a word recognition system.

+A. **Picture**

+B. **Context**

+C. **Structure**

+• 1. Students will use commonly found affixes and root word clues in each content class (e.g., science, social studies) to pronounce unknown words.

+D. **Phonics**

E. **Authority**

+• 1. Students will use specialized glossaries to pronounce and/or define unknown words.

Goal III. Comprehend various reading materials.

A. **Comprehension**

+• 1. Students will ask and answer literal, critical, and creative questions on two passages (each from a major course in which students are enrolled) with a readability level of nine.
2. Students will translate directions into action or a product.
3. Students will translate from one level of abstraction to another.
+ 4. Students will identify main ideas, theme, or issue.
+ 5. Students will discover relationships between ideas.
+ 6. Students will predict outcome of a narrative.
+ 7. Students will predict consequences of courses of action or events.
+ 8. Students will predict actions or reactions of a character in various situations.
9. Students will predict extension or expansion of trends, tendencies . . . (verbal or diagrammatic).
10. Students will fill in (interpolate) data omitted.
11. Students will identify and/or restate problem to determine skills or generalizations necessary to solution.
12. Students will select skills or generalizations applicable to problem.
13. Students will use appropriate skills or generalizations to explain new phenomena.
14. Students will use appropriate skills or generalizations to determine a course of action.
15. Students will use appropriate skills or generalizations to justify a decision.
16. Students will state the reasoning for applying particular skill/generalization.
17. Students will analyze narratives or works of literature.
+18. Students will describe techniques used to influence thought/behavior (e.g., propaganda techniques).
+19. Students will trace development of main and supporting ideas.

+20. Students will analyze logic of method of reaching conclusions or generalizations.
21. Students will combine ideas of others with own ideas.
22. Students will formulate appropriate hypothesis from analysis of a problem.
23. Students will propose way of testing hypothesis into solution of a problem.
24. Students will integrate results of an investigation into solution of a problem.
25. Students will articulate and use subjective opinions, purposes, values to make judgments.
26. Students will use standards of appropriateness/effectiveness for judging literature.
27. Students will evaluate effectiveness of communications used to influence opinion.
28. Students will independently establish objective criteria for evaluating ideas and use them.
+29. Students will supply synonyms and antonyms of given words.
+30. Students will use vocabulary of specific subject matter fields.
31. Students will distinguish denotative and connotative meanings.
32. Students will identify Greek and Latin roots as clues to meaning.
33. Students will formulate definitions in terms of class and/or characteristics.
34. Students will formulate operational definitions.

Goal IV. Meet the reading demands for functioning in society.

A. **Following directions**

+• 1. Students will read to find a location for a job by using a work schedule or map.
+• 2. Students will read to find a location in the vicinity by using mass transportation maps.

B. **Locating references**

+• 1. Students will read to locate references within a tradebook for use in school, on a job, or at home by utilizing (when applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
+• 2. Students will read to locate references within a job manual for use in school, on a job, or at home by utilizing (when applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
+• 3. Students will read to locate references within index volumes for use in school, on a job, or at home by utilizing headings, indices, and cross references.
+• 4. Students will read to locate references within atlases for use in school, on a job, or at home by utilizing headings, indices, and cross references.
+ 5. Students will use media center guides.
+ 6. Students will use parts of book as guide to content.

C. **Gaining information**

+• 1. Students will read to elicit necessary information for the home from consumer information.
+• 2. Students will read to elicit necessary information for the home from government pamphlets.
+• 3. Students will read to elicit necessary information for a vocation from want ads.
+• 4. Students will read to elicit necessary information for a vocation from work schedules.
+ 5. Students will locate information in pictures, a filmstrip, narrative, paragraph, chapter . . .

+ 6. Students will locate information in a newspaper.
+ 7. Students will locate and use information in functional reading (e.g., sales agreement).
+ 8. Students will locate information in a thesaurus.
+ 9. Students will locate information in a telephone directory.
+10. Students will locate information in an almanac.
+11. Students will locate information in a magazine, pamphlet, or brochure.
+12. Students will locate information in a concert or theatre program.

D. **Understanding forms**

+• 1. Students will read to report personal information on social security forms.
+• 2. Students will read to report personal information on medical forms.
+• 3. Students will read to report personal information on vocational application forms.
+• 4. Students will read to translate financial agreement on hotel reservations.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+• 1. Students will spend time reading independently.

Grade 10

+Goal I. Utilize a variety of reading materials.

Goal II. Use a word recognition system.

A. **Picture**

B. **Context**

1. Students will supply synonyms and antonyms of given words.
+ 2. Students will use vocabulary of specific subject matter fields.
3. Students will formulate operational definitions.

C. **Structure**

1. Students will identify Greek and Latin roots as clues to meaning.
2. Students will formulate definitions in terms of class and/or characteristics.

D. **Phonics**

E. **Authority**

+• 1. Students will use high school level dictionaries to pronounce and define unknown words.
2. Students will locate information in a thesaurus.

Goal III. Comprehend various reading materials.

A. **Comprehension**

+• 1. Students will ask and answer literal, critical, and creative questions on two passages (each from a major course in which students are enrolled) with a minimum readability level of nine.
2. Students will translate from verbal to pictorial or to diagrammatic and vice versa.
+ 3. Students will translate directions into action or a product.
4. Students will translate from verbal to verbal or to kinesics (body language).
5. Students will translate from one level of abstraction to another.
+ 6. Students will identify main ideas, theme, or issue.
+ 7. Students will discover relationship between ideas.
8. Students will predict outcome of a narrative.
9. Students will predict consequences of courses of action or events.
+10. Students will predict actions or reactions of a character in various situations.
11. Students will predict extension or expansion of trends, tendencies . . . (verbal or diagrammatic).
12. Students will fill in (interpolate) data omitted.
13. Students will identify and/or restate problem to determine skills or generalizations necessary to solution.
14. Students will select skills or generalizations applicable to problem.
15. Students will use appropriate skills or generalizations to solve a problem.
16. Students will use appropriate skills or generalizations to explain new phenomena.
17. Students will use appropriate skills or generalizations to determine a course of action.

18. Students will use appropriate skills or generalizations to justify a decision.
19. Students will state the reasoning for applying particular skill/generalization.
20. Students will analyze narratives or works of literature.
+21. Students will describe techniques used to influence thought/behavior (e.g., propaganda techniques).
+22. Students will trace development of main and supporting ideas.
23. Students will analyze logic of method of reaching conclusion or generalizations.
24. Students will combine ideas of others with own ideas.
25. Students will formulate appropriate hypothesis from analysis of a problem.
26. Students will propose ways of testing hypothesis.
27. Students will integrate results of an investigation into solution of a problem.
28. Students will articulate and give subjective opinions, purposes, values to make judgments.
29. Students will use established standards as criteria for making judgments.
30. Students will use standards of appropriateness/effectiveness for judging literature.
31. Students will evaluate effectiveness of communications used to influence opinion.
32. Students will independently establish and use objective criteria for evaluating ideas.

Goal IV. Meet the reading demands for functioning in society.

A. **Following directions**

+• 1. Students will read to follow directions written in sequential order, to follow a pattern.
+• 2. Students will read to follow directions written in sequential order, to operate a household appliance.
+• 3. Students will read to follow directions written in sequential order, to use a voting machine.

B. **Locating references**

+• 1. Students will read to locate references within the *Reader's Guide*, for use in schools, on a job, or at home, by utilizing headings, indices, and cross references.
+• 2. Students will read to locate references within a multi-resource center, for use in school, on a job, or at home, by utilizing reference books and materials.
+• 3. Students will read to locate references within a multi-resource center, for use in school, on a job, or at home, by utilizing section titles.
+• 4. Students will locate information in a telephone directory.
+• 5. Students will use media center guides.

C. **Gaining information**

+• 1. Students will read to elicit necessary information for a vocation from training manuals.
+• 2. Students will read to elicit necessary information for a vocation from safety and job requirements (e.g., time cards, punch-in notices, quota charts, production records).
+• 3. Students will read to elicit necessary information for a vocation from a memorandum.
+• 4. Students will read to elicit necessary information for a vocation from union contracts.
+• 5. Students will read to elicit necessary information for societal purposes from political materials.

+ 6. Students will locate information in pictures, filmstrips, narrative, paragraph, chapter . . .
7. Students will locate and use information in functional reading (e.g., sales agreement . . .).
8. Students will locate information in a telephone directory.
9. Students will locate information in a concert or theatre program.

D. **Understanding forms**

+• 1. Students will read to report personal information on armed services forms.
+• 2. Students will read to translate financial agreements on credit card policies.
+• 3. Students will read to translate financial agreements on bank statements.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+• 1. Students will spend time reading independently.

Grade 11

Goal I. Utilize a variety of reading materials.

A. **Variety of materials**

+• 1. Students will select information on a topic, using general references, specific references, statistical information, quotations.
+• 2. Students will read microfilm and graphic materials.

Goal II. Use a word recognition system.

A. **Picture**

+B. **Context**

+C. **Structure**

D. **Phonics**

E. **Authority**

1. Students will use unabridged dictionary.

Goal III. Comprehend various reading materials.

A. **Comprehension**

+• 1. Students will ask and answer literal, critical, and creative questions on two passages (each from a major course in which they are enrolled) with a minimum readability level of nine.
+ 2. Students will supply synonyms and antonyms of given words.
+ 3. Students will use vocabulary of specific subject matter fields.
4. Students will identify Greek and Latin roots as clues to meaning.
+ 5. Students will formulate definitions in terms of class and/or characteristics.
6. Students will formulate operational definitions.
7. Students will translate from verbal to pictorial or to diagrammatic and vice versa.
+ 8. Students will translate directions into action or a product.
9. Students will translate from verbal to verbal or to kinesics (body language).
10. Students will translate from one level of abstraction to another.
+11. Students will identify ideas.
+12. Students will discover relationships between ideas.
13. Students will predict outcome of a narrative.
14. Students will predict consequences of courses of action or events.
15. Students will predict action or reaction of characters in various situations.
16. Students will predict extension or expansion of trends, tendencies . . . (verbal or diagrammatic).
17. Students will fill in (interpolate) data omitted.
18. Students will identify or restate problems to determine skills or generalizations necessary to solution.
19. Students will select skills or generalizations applicable to problem.
20. Students will use appropriate skills or generalizations to solve a problem.
21. Students will use appropriate skills or generalizations to explain new phenomena.

+22. Students will use appropriate skills or generalizations to determine a course of action.
+23. Students will use appropriate skills or generalizations to justify a decision.
24. Students will state the reasoning for applying particular skill/generalization.
25. Students will analyze narratives or works of literature.
26. Students will describe techniques used to influence thought/behavior (e.g., propaganda techniques).
+27. Students will trace development of main and supporting ideas.
28. Students will analyze logic of method of reaching conclusion or generalizations.
+29. Students will combine ideas of others with own ideas.
30. Students will formulate appropriate hypothesis from analysis of a problem.
31. Students will propose ways of testing hypothesis.
32. Students will integrate results of an investigation into a solution of a problem.
33. Students will articulate and use subjective opinions, purposes, and values to make judgments.
+34. Students will use established standards as criteria for making judgments.
35. Students will use standards of appropriateness/effectiveness for judging literature.
36. Students will evaluate effectiveness of communications used to influence opinion.
37. Students will independently establish and use objective criteria for evaluating ideas.

Goal IV. Meet the reading demands for functioning in society.

+A. **Following directions**

+B. **Locating references**

1. Students will use media center guides.

C. **Gaining information**

+• 1. Students will read to elicit necessary information for societal purposes from legal documents.
+• 2. Students will read to elicit necessary information for the home from contracts.
+• 3. Students will read to elicit necessary information for the home from lease agreements.
+• 4. Students will read to elicit necessary information for the home from sales policies.
+ 5. Students will locate information in pictures, filmstrip, narrative, paragraph, chapter . . .
6. Students will locate and use information in functional reading (e.g., sales agreement).
7. Students will locate information in a thesaurus.
8. Students will locate information in a telephone directory.

D. **Understanding forms**

+• 1. Students will read to report personal information on tax forms.
+• 2. Students will read to report personal information on insurance forms.
+• 3. Students will read to translate financial agreements on notes and loans.
+• 4. Students will read to translate financial agreements on sales and rent agreements.
+• 5. Students will read to translate financial agreements on long-term financial agreements.

Goal V. Select reading as a personal activity.

A. Personal reading

+• 1. Students will spend time reading independently.

Grade 12

Goal I. Utilize a variety of reading materials.

Goal II. Use a word recognition system.

A. **Picture**

+B. **Context**

+C. **Structure**

D. **Phonics**

E. **Authority**

Goal III. Comprehend various reading materials.

A. **Comprehension**

+* 1. Students will ask and answer literal, critical, and creative questions on two passages (each from a major course in which they are enrolled) with a minimum readability level of nine.
+ 2. Students will supply synonyms and antonyms.
3. Students will use vocabulary of specific subject matter fields.
+ 4. Students will identify Greek and Latin roots as clues to meaning.
5. Students will formulate definitions in terms of class and/or characteristics.
6. Students will formulate operational definitions.
7. Students will translate from verbal to pictorial.
+ 8. Students will translate directions into action or a product.
9. Students will translate from verbal to verbal or to kinesics (body language).
+10. Students will translate from one level of abstraction to another.
+11. Students will identify ideas.
+12. Students will discover relationships between ideas.
+13. Students will predict outcome of a narrative.
+14. Students will predict consequences of courses of action or events.
+15. Students will predict actions or reactions of a character in various situations.
16. Students will predict extension or expansion of trends, tendencies . . . (verbal or diagrammatic).
17. Students will fill in (interpolate) data omitted.
18. Students will identify and/or restate problem to determine skills or generalizations necessary to solution.
+19. Students will select skills or generalizations applicable to problem.
20. Students will use appropriate skills or generalizations to solve a problem.
21. Students will use appropriate skills or generalizations to explain new phenomena.
22. Students will use appropriate skills or generalizations to determine a course of action.
23. Students will use appropriate skills or generalizations to justify a decision.
24. Students will state the reasoning for applying particular skill/generalization.
+25. Students will analyze narratives or works of literature.
+26. Students will describe techniques used to influence thought behavior (e.g., propaganda techniques).

+27. Students will trace development of main and supporting ideas.
+28. Students will analyze logic of method of reaching conclusions or generalizations.
+29. Students will combine ideas of others with own ideas.
+30. Students will formulate appropriate hypothesis from analysis of a problem.
31. Students will propose ways of testing hopothesis.
32. Students will integrate results of an investigation into solutions of a problem.
33. Students will articulate and use subjective opinions, purposes, values to make judgments.
34. Students will use established standards as criteria for making judgments.
35. Students will use standards of appropriateness/effectiveness for judging literature.
36. Students will evaluate effectiveness of communication used to influence opinion.
37. Students will independently establish and use objective criteria for evaluating ideas and use them.

Goal IV. Meet the reading demands for functioning in society.

A. **Following directions**

B. **Locating references**

1. Students will use media center guides.

C. **Gaining information**

1. Students will locate information in pictures, filmstrip, narrative, paragraph, chapter . . .
2. Students will locate and use information in functional reading (e.g., sales agreement).
3. Students will locate information in a thesaurus.
4. Students will locate information in a telephone directory.

Goal V. Select reading as a personal activity

A. **Personal reading**

+• 1. Students will spend time reading independently.

INSTRUCTION

DEVELOPMENT OF THE MCPS READING PROGRAM

The MCPS reading program is organized under the Maryland State Department of Education Reading Goals and the *MSDE/MCPS Scope and Sequence K-12*. Development of appropriate programs responsive to the strengths and needs of individual students is based upon research findings which conclude that there is no one best way to teach reading skills. The combination of MCPS instructional guides, commercial instructional guides, commercial and teacher-made materials, and the growth of teacher competence in the teaching of reading provides for the development of programs responsive to identified student strengths and needs.

MCPS provides teachers with these instructional guides and functional reading support for the teaching of reading skills which identify specific teaching strategies and suggest activities for skill development in the following areas:

1. Prereading (*Teaching Reading Skills, Prereading*, Bulletin 246, Volume III)

2. Word analysis (*Teaching Reading Skills*, Bulletin 246, Volume I)

3. Comprehension (*Teaching Reading Skills, Comprehension — Critical Reading/Thinking Skills K-12*, Bulletin 246, Volume II)

4. Functional reading (*Functional Reading Objectives Keyed to Reading Instructional Guides and Activities: A Resource Guide for Teachers*)

The media specialist and area and school-based staff assist in the selection of a variety of appropriate instructional materials to support student mastery of identified skills (see instructional guides and the *MSDE/MCPS Reading Scope and Sequence, K-12*).

This means that each school draws resources from basal series and basal systems; tradebook and media resources; supplementary skill development kits and materials; content texts; language experience; and functional and teacher-made materials. In-service training from area teacher specialists and commercial consultants provides information about new materials, suggestions for appropriate use, and identification of advantages and limitations of materials for specific groups of students.

Increasing teacher competence in the teaching of reading supports the development of the reading program. Competencies are identified for teachers at elementary, middle, and junior/senior high school levels.

COMPETENCIES IN READING METHODOLOGY*

Many people, through their work, affect student learning. Whether or how well a student learns to read, however, is very much dependent on his/her classroom teacher. The teaching of reading is a complex task. Responding realistically to a range of individual differences in students requires certain minimum competencies. Listed below are competencies needed by teachers to assist in implementing a total school reading program aimed at improving the reading skills of students.

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*These competencies are included in the MCPS Staff Development *In-Service Course Catalog*. See specification of objectives for RD 18, Basic Reading for Early Childhood Personnel; RD 19, Basic Reading for Elementary Personnel; and RD 20, Basic Reading: Secondary.

PRIMARY TEACHERS — RD 18

Primary level teachers should be able to:

1. Interpret for parents/guardians and community the county/school reading program
2. Identify a child's level of language development and group the child appropriately
3. Use an informal instrument to assess and diagnose a child's observational, listening, and nonverbal development
4. Determine through formal and informal assessment which children are ready to read
5. Use various approaches to reading, and cite the advantages and disadvantages of each
6. Demonstrate the basic steps in the language experience approach
7. Demonstrate a Directed Reading-Thinking Activity
8. Identify each child's word recognition level and prescribe for him/her the next steps in the teaching sequence
9. Select, construct, and use materials to fit the *MCPS/MSDE Reading Scope and Sequence*
10. Organize children into instructional reading groups
11. Interpret reading assessment data for parents/guardians and students
12. Provide reading instruction on a regular basis
13. Use a lesson plan specifying reading objectives to be achieved for each group of children
14. Use a variety of techniques/strategies for teaching vocabulary and comprehension skills necessary for mastery of each lesson and subject area

ELEMENTARY TEACHERS — RD 19

Elementary level teachers should be able to:

1. Interpret for parents/guardians and community the county/school reading program
2. Apply a readability formula to factual material, and arrive at an appropriate instructional level
3. Interpret scores from formal reading tests to identify an instructional level and to prescribe appropriate teaching techniques and materials
4. Administer an informal reading inventory and interpret the results in order to prescribe appropriate teaching techniques and materials
5. Identify factors which would indicate an atypical reader who should be referred for special help
6. Identify and assess readiness tasks which serve as indicators of the student's reading readiness

7. Organize students into instructional reading groups

8. Demonstrate a Directed Reading-Thinking Activity

9. Compile a classroom library of materials in the content areas on various reading levels

10. Develop activities for classroom use which will teach reading of directions and methods of locating references

11. Explain and use various types of classroom organization and give the *pros* and *cons* of each for reading instruction

12. Select, construct, and use materials to fit the *MCPS/MSDE Reading Scope and Sequence*

13. Provide reading instruction on a regular basis

14. Use a reading recordkeeping system

15. Interpret reading assessment data to parents/guardians and students

16. Develop a lesson plan specifying reading objectives to be achieved for each group of students

17. Use a variety of techniques/strategies for teaching vocabulary and comprehension skills necessary for mastery of each lesson and subject area

SECONDARY TEACHERS — RD 20

Teachers at the secondary level should be able to:

1. Interpret for parents/guardians and community the county/school reading program

2. Prescribe materials appropriate to the instructional reading level, given scores from both formal and informal tests

3. Identify factors which would indicate an atypical reader, in order to obtain a trained reading specialist's help

4. Plan ways to identify an atypical reader and plan appropriate activities

5. Find the readability level of a passage

6. Demonstrate a Directed Reading-Thinking Activity

7. Develop vocabulary and comprehension objectives for the subject area

8. Select, construct, and use materials to fit the *MCPS/MSDE Reading Scope and Sequence*

9. Interpret reading assessment data to parents/guardians and students

10. Develop lesson plans, specifying reading objectives to be achieved for each group of students

11. Use a variety of techniques/strategies for teaching vocabulary and comprehension skills necessary for mastery of each lesson and subject area

The above competencies (primary, elementary, and secondary) are not intended as exhaustive but represent minimum competencies needed by all teachers. Principals should use these competencies as a guide for planning reading in-service activities and include them as part of the annual teacher evaluation process.

READING ASSISTANCE PROGRAM

Students not achieving the minimum performance levels in reading as prescribed by MSDE will be required to participate in a reading assistance program.

Reading Assistance Programs are to be characterized as follows:

- Program will be planned to help students achieve specific minimum skills.
- Instruction will emphasize, but not be limited to, those learning objectives specified in the *MCPS/MSDE Reading Scope and Sequence* for the grade in which the student is enrolled.
- Qualified professionals will provide the instruction needed, and classes will be scheduled on regular basis.
- Admission and dismissal dates from reading assistance programs will be specified.

Although principals will plan, schedule, and determine what and how many professionals will provide the instructional services for the reading assistance program, the character of the program should fall within one of the following categories:

- Grouping within the class to provide additional help on deficient minimum skills
- Teaming the classroom teacher with the reading specialist for instruction, which may include work in the reading laboratory to provide additional help on deficient minimum skills
- Assigning students on a short- or long-term basis to the reading laboratory as a regular class period to provide help on deficient minimum skills
- Assigning students on a regular schedule to available continuum education services through resource or self-contained classroom, or both, to provide help on deficient minimum skills

IMPLEMENTATION

GROUPING FOR INSTRUCTION

Organizing for effective instruction involves the best use of time, procedures, materials, and activities to meet the objectives the teacher has defined for individualized instruction. Individualized instruction does not necessarily mean one-to-one teaching but rather the grouping and regrouping of students based on their strengths and needs.

The establishment of specific instructional objectives for individualizing instruction is based on the diagnostic assessment of student achievement in comprehension, word attack, vocabulary, and study skills. In addition to observing student achievement, teachers observe the ways in which children learn or fail to learn in specific instructional settings.

Grouping is flexible and may be based on interests, learning style, strengths, instructional needs, and identified objectives. Students and materials are matched in terms of interest and instructional objectives.

Appropriate instruction, including the placement of students in groups and the selection of appropriate materials, should help to develop positive attitudes toward reading. The wide variety of media materials in the media center and the supportive efforts of the media specialist encourage students' interests so that reading becomes a worthwhile and enjoyable activity for each student.

Anytime there is a concern by a student, a parent/guardian, a teacher, or an administrator concerning student growth or achievement in reading, *a referral for further* diagnosis will be processed by the use of the school's educational management team (EMT). If appropriate, program adjustments will be made to support student success.

Too often there has been debate about what kinds of groupings are best to facilitate learning. A far more productive approach is to look at grouping as one of the tools (or variables) available to the teacher. Ask, rather, what purpose each kind of grouping can serve.

- **Homogeneous Grouping** is a term that carries with it a certain degree of controversy. There are, however, two incontrovertible facts.

  1. A group of students can be homogeneous in terms of only one characteristic at a time. A homogeneous group is one in which, for example, all the students are now learning the same skills and concepts.

  2. The group will not remain homogeneous for long. Over a period of time, students will learn at various rates.

  Homogeneous grouping is most economical in those situations when students have a common need. When their usefulness has been outgrown, such groups should be disbanded and new ones organized. Forming effective groups requires accurate diagnosis on the part of the teacher.

  Individualization of instruction can be accomplished through grouping students with common needs. There are many ways in which meaningful groups can be organized. Skills in organizing and managing instructional situations are required of the teacher; and in order to have the groups remain meaningful, their organization and reorganization becomes a fluid, ever-changing task.

- **Small groups** can be organized in many ways and for various purposes. A group may work with or without the teacher. The important thing to keep in mind is that the students have been brought together into this group because of certain characteristics or learning needs and for a specific purpose. Most respond well to small-group activities and learning experiences. Teachers usually find this an effective way of teaching to individual differences.

- **Large-group instruction** is most effective when all the students are being introduced to a learning task, new material, skill, or idea. An advantage here lies in the fact that the total group and the teacher are focused together on the one learning task. This type of organization is generally productive for only short periods of time.

- **Individual conference and instruction** is another way of organizing for teaching to individual differences in reading. At various times, teachers should work with individuals. One obvious advantage is the close relationship possible between the student and the teacher. An added advantage is specific and personal to him/her.

Individual instruction requires that all the other children in the group be simultaneously involved productively in tasks that are meaningful to them. Working with each student individually is time consuming and places great demand on the teacher's time, and managing this kind of activity requires considerable skill on the part of the teacher. Regardless of the organizational patterns of instruction, the selection and use of appropriate instructional materials is vital to any program designed to meet the needs of students.

PROGRAM MANAGEMENT AND ARTICULATION

The principal, with support from the school-based reading specialist, is responsible for coordinating the total school reading program. This responsibility includes providing appropriate physical settings; scheduling time for teaching; supplying appropriate materials; building in organizational flexibility; arranging for use of area resources; and providing for assessment, appropriate referral procedures, and articulation within the school and with other schools.

Schools use a variety of *organizational strategies* to support reading instruction. Grouping of students within a self-contained classroom, on one grade level, and across grade levels provides alternatives for coordinating students and instruction. The teaching of reading by one staff member on a graded or nongraded team is another organizational option. Reinforcing and enriching classroom instruction through the use of reading labs and reading and media specialist instruction interfaces with all of the organizational alternatives.

Any student (including the gifted) referred through *EMT procedures* and/or the school admission, review, and dismissal (SARD) committee for special intervention to support reading skill development will have an individual instructional plan which may be implemented by the classroom teacher, school-based reading specialist, or a continuum education teacher. This plan will be reviewed periodically by the school's SARD committee. A vital component of this plan will be the selection and use of materials for instruction.

CHOOSING INSTRUCTIONAL MATERIALS

There is a wide and varied range of instructional materials that teachers can use to help students acquire the skills and develop the love of reading. There are some large categories under which this range of materials can be classified.

In the selection of instructional materials, the principal and staff should take care to involve the media specialist and school- and area-based reading/language arts specialist; and care should be taken, of course, to select only those materials which are MCPS-approved. (See Evaluation and Selection, Division of Instructional Materials, Department of Instructional Resources.)

Basal Readers

Basal readers are the most widely known instructional material for teaching reading. They are designed to present a sequential program of reading instruction in such specific skills as word recognition, vocabulary development, and comprehension. Basal readers are characterized by the use of a controlled and systematically introduced vocabulary. For the teacher, particularly the new teacher, the advantage of using a basal series is that in it are defined the reading skills he/she will need to teach. These skills are generally defined within either a phonics-related or linguistic framework.

Basal reader series usually consist of readiness materials, several preprimers and primers, and one or two or more texts for each grade level. Different basal series structure in different ways the teaching of reading skills. They are usually accompanied by teacher manuals; workbooks or practice books; prereading activities; comprehension checks; manipulative materials; records; or other aids. Sometimes co-basal texts are published to complement the regular series. When used selectively, the activities in the practice books provide constructive help for students who need reinforcement on a particular reading skill area. This implies that the teacher must be constantly alert to the learning strengths and needs of each student, and that he/she should utilize only that portion of the workbook activity needed to teach the skill on which the student is working. Few students will need to do every page of every workbook in a series.

When basal readers are used for reading instruction, the teacher selects the student's reading book on the basis of a reading level by informal tests, achievement tests, observation, and teacher judgment. Some companies, in fact, offer placement and mastery tests to help the teacher either to determine students' instructional levels or to indicate the acquisition of certain skills.

Faculties and principals wishing to use basal readers as part of their reading program should take the time to examine them carefully before making a final decision. The guidelines below may be helpful in the selection of a basal series:

1. Does the content relate to the typical experiences of the majority of the students?
2. Does the book include stories and pictures related to more than one ethnic and racial group?
3. Is the vocabulary one that does not restrict the student?
4. Are the skills presented in a sequential order that correlates with MCPS skill listings?
5. Are correlated teaching aids such as workbooks, manipulative materials, duplicating masters, filmstrips, games, and recordings available?
6. Does a testing program accompany the series to assist teachers in determining levels and assessing needs?
7. Does it provide materials of high interest-appeal to both boys and girls?
8. Does it provide for the individual ways in which children learn?

9. Is the sequence of readers designated?

10. Are there suggestions for additional reading included in the readers themselves?

A serious criticism of the use of the basal reader has been that some teachers tend to form three reading groups based on three different "ability levels" and then keep these three groups static throughout the entire year. It is not possible to make adequate provision in this three-group pattern for individual differences and for varying rates of progress. *In this case, students are being made to fit the group rather than the instructional program's being tailored to the needs of the students.* The teacher who uses basal readers as the primary instructional material *should evaluate his/her class organization continually* to insure that it has not fallen into a pattern of inflexible and automatic grouping. Other criteria than grouping on the basis of ability alone should also be considered. Such criteria could include a student's interests, his/her need for particular skills, reading in content areas, and the need for challenge. When used appropriately, the basal reader can be an effective tool for the teaching of reading.

Programmed Readers

Programmed readers are like basal readers in that the vocabulary used is highly controlled and systematically introduced. Specific skills are tightly sequenced. Programmed readers differ from basal readers most markedly in the size of the learning task presented. They present learning tasks in small, definitive units. Each new word or each new skill is introduced and highlighted so that the student can focus on mastering it in small steps. He/she is given an immediate opportunity to use the new word or skill; and since the student is required to check answers as a built-in step in the procedure, he/she knows immediately whether or not the new word or skill has been used appropriately. There is immediate feedback, and the work is monitored step by step. Repeated practice is provided; and since students work individually, each proceeds at his/her own pace.

Many students respond to the immediate reinforcement that is built into programmed readers. Others find this time-consuming and bothersome. Many like the tangible evidence of accomplishment that they get from counting the pages, or exercises, or books they have completed. They also like the security of knowing which pages, or exercises, or books they are to do next. Other youngsters do not derive their basic satisfactions from numbers of things completed but are stimulated and motivated in other ways.

Language Experience Materials

Language experience materials are those which students write for themselves or dictate for someone else to write for them. These materials have a structure which is the student's own. When a student's writing is used to teach reading, the unique language personality and background of the learner is utilized. The student's personal and home language is preserved. At the same time, he/she is encouraged to develop standard language understanding and skills that will aid in communicating with others beyond his/her own family and peer group. In the language experience approach, there is daily recognition of the student's contribution. No matter how limited, the student's thinking is recorded; and he/she is encouraged to grow in the expression of ideas, especially in oral language. The student's speech is recorded in written form and can be read by the student and by others. Typically, the students describe experiences they have had, and the teacher records these experiences on charts or on the chalkboard. They learn that the written symbols stand for the words they have communicated orally.

The language experience approach is often employed in the initial stages of teaching students to read. In the early phases of this approach, listening and speaking are employed. Later, writing and reading are integrated to form a meaningful whole in the total language development process. In this way, reading and other communication skills are interrelated in the instructional program.

Materials written by students may be used at any stage of reading instruction, ranging through prereading activities and beginning recording to advanced reading. They may be used with any age group. Such materials may include charts, poems, stories, or logs. Students may wish to develop in language the thoughts they have expressed in painting or other art forms. As they have daily opportunities to express and record their own thoughts and experiences of their classmates, the link between language and reading is strengthened.

Library Books, Trade Books, Kits, and Textbooks

Library books, trade books, kits, and textbooks are all essential to some phases of the reading program. Students need to have rich and happy experiences with good stories and need to learn the joys of reading and sharing library books. At the same time,they need to learn ways of using their reading skills to gain information from textbooks. Teachers should use both library books and textbooks for certain reading skills.

When library books are used as the basis for reading instruction, each student chooses a reading book with guidance from the teacher. This is, in effect, the "individualized reading approach." Thus, each learner may have a different book and may read at his/her own pace. One of the main advantages of using library books as instructional materials is the flexibility it allows in providing for the student's varying interests. In contrast to the use of the basal reader for reading instruction, in which the first step in the guided reading lesson is the motivation of the pupil to read the selection, the use of library books provides a built-in motivation. When a student has made the selections himself/herself, or the teacher has guided the selection in response to a known interest of the learner, the student is likely to need little additional motivation.

The use of library books requires that a wide variety of reading materials be provided in the classroom. The range of difficulty and variety of subject matter should be as extensive as possible in order to meet the needs and interests of every student in the class. The assortment may include library books, magazines, textbooks, and reference books. Three to six books per student, with a range of difficulty at least two or three years below and above grade level, should be available. Although this arrangement is encouraged, care should be taken to insure that books are rotated weekly and that it does not preclude the use of the media center by students on a regular basis.

The instructonal materials center affords a further resource for students whose intersts, needs, and skills require materials beyond those available in the classroom; and the aid of the instructional materials specialist may be enlisted in guiding and enlarging the choices made by the students. The recently produced *Instructional Objectives for Information Retrieval and Media Production* will help in the development of skills. The results of standardized and informal tests along with teacher judgment can help the teacher determine the range of reading levels within the class. In any case, some assessment technique should be used to help insure the best possible selection and use of materials for instructions. This is especially important in implementing the reading program in middle and secondary schools.

READING IN THE MIDDLE/JUNIOR AND SENIOR HIGH SCHOOLS

Reading is one of *the processes used for learning* and is not a content subject like mathematics, science, or social studies, all of which have sequential content to be known. As a student in the primary grades must learn to read fiction and then read to learn from fictions, the middle and secondary schools must offer students the opportunity to learn to read many subject contents and then to read in the content to learn more about the subject matter. Thus, learning to read and reading to learn are an integral part of each content subject.

A secondary school reading program provides services to students enrolled in either a middle or junior high school program and in a senior high school program. The specific grade levels will vary in each local school system because of the adopted organizational structure.

Each middle and secondary school should have an ongoing reading program, multidisciplinary in approach, as part of its total school educational program.

The reading program in both middle and secondary schools should develop the reading process to ensure the following outcomes for all students:

1. The content areas should include the teaching of basic reading skills which will help students to function in society; e.g., following directions, gaining information, finding references, attaining personal development, and understanding forms.

2. The student should be able to apply reading skills for understanding the various content materials.

3. The student should be able to operate on a basic proficiency level in specific content areas useful in post-secondary activities: higher education, employment, or avocations.

The *content teacher* is obviously responsible for teaching content knowledge. However, every other teacher has the responsibility as well for helping students to read in the content area. The school organizational structure determines the extent and responsibilities in which the content teacher becomes involved in the school's reading program. Regardless of the final organizational plan, content teachers must assume some basic responsibilities to:

1. Develop specific speaking and reading vocabulary essential for each content area they teach

2. Analyze the structure of knowledge in each content they teach in order to help students understand the organization being used

3. Select a variety of materials for each content topic so that students may learn from many media

4. Seek assistance from reading resource personnel for specific students who are having problems using print materials

5. Obtain a background in reading (through courses, workshops, classroom observations) in order to use print materials properly when teaching students

6. Demonstrate competencies for using acceptable techniques to teach print materials in the classroom to either individuals or groups

7. Build oral and visual backgrounds of experiences with the students about the content topics prior to using print materials as *the only* teaching device

8. Develop with students both the skill to use reading in the content areas and the desire to want to read on their own in the content area

The *reading teacher* or the *reading specialist* has similar responsibilities for reading instruction. The difference in titles is a certification requirement. Reading teachers must become reading specialists because the requirements provide essential courses and experience necessary for the role of reading resource teacher needed in today's schools. He/she:

1. Serves as a resource person to the content teachers, both in planning and implementing print material for instruction

2. Conducts reading in-service workshops

3. Demonstrates individual and group teaching/learning techniques for using print as a media for learning

4. Performs diagnoses, program planning, and assessment for students with reading problems

5. Teaches reading classes for students needing specific general reading skills

6. Supervises school-wide reading laboratories if they are used in the school

7. Assists in the coordination of the total-school reading program

8. Evaluates needed reading materials and equipment in consultation with teachers, and recommends these to the administrator

ASSESSMENT

The major purpose for assessing/testing students is to learn what they do not know so that they may be taught and to focus the instruction so that it builds on strengths already achieved. The assessment may be formal or informal and may often be done by the classroom teacher as well as by specialists.

On May 25, 1977, the Maryland State Board of Education adopted Bylaw 13.03.03.06, Minimum Reading Levels. This Bylaw requires, in part, that each local education system in the state:

- Evaluate and adjust its current scope and sequence for Grades 1-12 so as to bring them into agreement with the state scope and sequence for Grades 1-12
- Adjust instruction in all reading classes so that the minimum performance levels for each grade level receive first teaching/learning priority
- Schedule systematic dates to evaluate, as prescribed by MSDE, minimum performance levels for each grade level
- Determine "diagnostic procedures" for assessing the achievement of competency at each level (Success level for demonstrating competency must be determined based on the instrument or technique used)
- Develop a recordkeeping system so that schools may keep continuous records for reporting to the school system
- Submit annually by August 1, for MSDE approval, a plan for providing reading assistance programs
- Submit annually by August 1 a System Reading Summary Sheet specifying
  - the number of students who achieved the minimum performance levels, as prescribed by MSDE, for the previous grade in which they were enrolled
  - the number of students who did not achieve the minimum performance levels for the previous grade in which they were enrolled
  - the number of students retained only because of the Minimum Reading Level Bylaws
  - the number of students who are exempt because they have been identified by existing procedures by being moderately, severely, and profoundly intellectually limited (55 I.Q. or below)

The MSDE-adopted Maryland Reading Scope and Sequence for Grades 1-12 states that:

> Students should demonstrate minimum performance levels by the end of the instructional year for the prescribed grade level in which they are enrolled. Local education systems shall schedule systematic dates to evaluate the minimum performance levels for each grade level. Students should demonstrate a success level two ways: performance by observable behaviors in the classroom, and usage of formal and informal testing procedures. The demonstration should be documented using measures such as check sheets; annotated records; staff-made

tests; personal observation; criterion-referenced tests; and formal or informal diagnostic tests. Any testing instruments selected for use should give reliable individual diagnosis for determining reading achievement growth as compared to only reliable diagnosis for groups of students (Bylaws 13.03.03.06 *Minimum Reading Levels*, May 25, 1977).

With regard to determining minimum performance levels for each grade 1-12, MCPS has developed "End of the Year Techniques for Identifying Students Who Are Below the MSDE-Prescribed Minimum Reading Levels."

END OF YEAR TECHNIQUES FOR IDENTIFYING STUDENTS WHO ARE BELOW THE MSDE PRESCRIBED MINIMUM READING LEVELS

The techniques listed below are to be used in determining minimum reading levels for Grades 1-12. In those grades in which no countywide testing is done, alternative techniques are suggested. If a locally administered standardized test, not mandated by MCPS, is administered, data from the reading comprehension subtest should be used for all classes within the grade. Should teacher judgment (as described below for Grades 1, 4, and 6) be used, it should be used for all classes within the grade.

Grade 1

A. Nonreader (teacher judgment)

Grade 2

A. Stanford Achievement Test (below fourth stanine on reading comprehension subtest)

Grade 3

A. Iowa Test of Basic Skills (failure to answer correctly 6 of 20 identified items on the comprehension subtest)

Grade 4

A. Locally administered standardized tests (below fourth stanine on reading comprehension subest) **OR**

B. Teacher judgment supported by data from

1. Placement tests
2. Informal reading inventories
3. Basals from the previous grade level (having students to read several passages satisfactorily)

Grade 5

A. Iowa Test of Basic Skills (failure to answer correctly 7 of 20 identified items on the comprehension subtest)

Grade 6

A. Locally administered standardized test (below fourth stanine on reading comprehension subtest) **OR**

B. Functional Reading Test, Form K, or other alternate form (below 80% on total test) **OR**

C. Teacher judgment supported by data from

1. Placement tests

2. Informal reading inventories

3. Basals from the previous grade level (having students to read several passages satisfactorily)

Grade 7

A. Maryland Functional Reading Test, Form A (below 80% on total test)

Grade 8

A. Locally administered standardized test (below fourth stanine on reading comprehension subtest)

B. Results of Grade 7 Maryland Functional Reading Test, Form A (below 80% on total test) and subsequent use of Form K

Grade 9

A. Maryland Functional Reading Test, Form B (below 80% on total test) and subsequent use of Form R

***Grade 10**

A. Results of Grade 9 Maryland Functional Reading Test, Form B (below 80% on total test) and subsequent use of Form R

***Grade 11**

A. Results of Grade 9 Maryland Functional Reading Test, Form B (below 80% on total test) and subsequent use of Form R

***Grade 12**

A. Results of Grade 9 Maryland Functional Reading Test, Form B (below 80% on total test) and subsequent use of Form R

In addition to the above techniques being used for determining performance levels, they are also used to identify those students who do not achieve the minimum performance level, as prescribed by MSDE, and who will therefore require a reading assistance program.

*All students achieving a total score of 80% or more on the Maryland Functional Reading Test, Form B, are considered as having met the MSDE prescribed minimum levels.

RECORDKEEPING

The Maryland State Department of Education requires each local education system to maintain continuing records as a part of its current recordkeeping system, to provide specific evidence for certain data on students. That data shall be as follows:

- Assessment results
- Reading assistance program needs
- Admissions and dismissal from reading assistance programs
- Reasons for being exempted
- Verification of a single retention only

This reading record form is to be kept current as regards admission and dismissal dates for reading assistance programs. At the end of each school year, there should be a notation indicating whether or not the student achieved the minimum performance levels for the previous grade in which he/she was enrolled. A revised countywide recordkeeping form is being developed by the area supervisors of reading and the coordinator of reading.

RESPONSIBILITIES FOR IMPLEMENTING AND MONITORING THE MCPS READING PROGRAM

CLASSROOM TEACHER

The classroom teacher is the central figure in the team implementing the reading program in MCPS. The responsibility for knowing the strengths and needs of each student and for finding means of helping him/her to develop new strengths, rests with the classroom teacher. More specifically, the basic responsibilities of the classroom teacher are to:

1. Assess (using means such as check sheets, placement tests, personal observation, criterion-referenced tests, formal or informal diagnostic tests) the levels of individual students and groups of students

2. Establish learning objectives consistent with the assessment of student needs and MCPS curriculum requirements

3. Group students for instruction into appropriate and effective instructional reading groups

4. Plan and organize the instructional reading program in the classroom

5. Select appropriate instructional materials and activities based on assessment

6. Introduce and discuss the basic vocabulary and concepts to be learned for each lesson or activity

7. Use techniques and approaches designed to meet the individual strengths and reading needs of each student

8. Seek help for students with reading problems by utilizing the school-based reading specialist, D/P teacher, principal, and area reading teacher specialists

9. Refer students, as appropriate, to the educational management team and/or the school admissions review and dismissal committee when reading problems warrant

10. Meet with parents to discuss student progress in reading

THE SCHOOL-BASED READING SPECIALIST

Under the direction of the principal, the reading specialist's responsibilities cover four major areas: (1) direct services to students; (2) resource services to teachers and consultation with others; (3) diagnostic/prescriptive services, case reports, EMT/SARD meetings; and (4) planning time. More specifically, the basic responsibilities of the school-based reading specialist are to provide:

I. Direct Services to Students (work week — maximum 65% to minimum 40%)

   A. Help students to enjoy reading and to maintain a positive attitude about reading.

   B. Know and use appropriately varied strategies and materials for teaching reading to all students.

   C. Work effectively with students individually, and in small groups, or in large groups, both in and out of the classroom.

1. Remedial

   Students with a "handicapping" discrepancy between achievement and age and ability level (service at Levels 1-3)

2. *Basic/Corrective

   Students who do not meet MSCE minimal standards for the preceding year

3. Developmental

   a) Short-term skill instruction
   b) Review
   c) Reading lab

4. Gifted

II. Resource and Consultative Services to Principals, Teachers, and Others (work week maximum 50% to minimum 15%)

This function includes the time devoted to the following resources and consultative activities:

A. Coordinate total program with principal.

1. Identify strengths and needs in the schoolwide reading program by establishing ongoing schoolwide goals and related instructional and assessment programs.

2. Help to develop and maintain an ongoing reading program for each student that includes follow-up on suggestions for program modification which may have been recommended by school personnel and other specialists.

3. Assist in grouping and scheduling students.

4. Establish and maintain a reading recordkeeping system.

5. Coordinate the work of aides and/or volunteers.

6. Assist in ordering new reading equipment and materials.

7. Request other resource people when needed.

B. Consult with principal, teachers, parents, area reading specialist, and reading supervisor.

1. Assist principal, teacher, and area instructional team in establishing, implementing, and evaluating early identification and intervention programs.

2. Help interpret test scores related to reading.

3. Have conferences with parents, teachers, and other professionals.

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*This term is used to correspond to secondary course entitled Basic Reading, Code No. 1145.

4. Advise school faculty of new materials and current trends in reading/language arts.

5. Serve as a resource to content area teachers in identifying skills, instructional techniques, and appropriate material germane to their particular disciplines.

6. Provide resource services to continuum education staff (Level 4 Resources, Level 5, ESSO, SRT).

C. Support staff development.

1. Identify and demonstrate to teachers the skills of reading instruction appropriate to varied student needs.

2. Identify for teachers many kinds of instructional materials, including those appropriate for specific student needs; and demonstrate effective use of these materials.

3. Attend professional meetings and plan for educational growth.

4. Plan and organize an ongoing in-service program with staff.

III. Diagnostic/Prescriptive Services, EMT Participation, Recordkeeping (work week maximum 15% to minimum 5%)

A. Provide diagnostic/prescriptive services for students experiencing difficulty in the following areas:

1. Reading

a) Comprehension
b) Word recognition/analysis
c) Oral reading accuracy
d) Rate/efficiency

2. Related skill areas

a) Visual/auditory memory, perception, discrimination
b) Orientation
c) Study skills
d) Spelling
e) Syntactic awareness
f) Semantic awareness
g) Listening comprehension
h) Oral/written expression

B. Help to interpret test scores related to reading.

C. Participate as an EMT member to complete all appropriate assessments and records in compliance with ACES procedures.

D. Establish and maintain a reading recordkeeping system for all students, including more detailed records for students requiring a reading assistance program.

IV. Professional Planning Time (by contract 8%)

SCHOOL MEDIA SPECIALIST

As an essential member of the reading teaching team, the school media specialist coordinates the selection of media resources, maintains the reading collection, and provides access to reading materials through media center programs. Some specific responsibilities are to:

1. Use specific evaluation and selection criteria to assure quality reading materials
2. Provide appropriate instructional materials based on the assessed reading needs of students and faculty
3. Cooperatively plan, organize, and provide instruction in media and research skills as related to reading objectives
4. Stimulate interest in reading by planning and providing special programs centered on books and reading
5. Provide specific reading guidance to both individual students and instructional groups

THE PRINCIPAL

The principal is responsible for the administration and supervision of the total school reading program. More specifically, the responsibilities of the principal are to:

1. Demonstrate knowledge of the reading needs of students
2. Direct the development of a school philosophy or point of view about reading
3. Select, assign, orient, supervise, and evaluate staff in order to attain the objectives of the reading program for his/her school
4. Utilize human and material resources to support the attainment of these objectives for reading
5. Interpret the reading program of his/her school to staff and communities
6. Analyze and interpret test results for staff and community
7. Coordinate the services of the school-based reading specialist, D/P teacher, area reading teacher specialists, area reading supervisor, and other special services personnel supporting the reading program
8. Serve as chairperson of the educational management team (EMT) and the school admissions review and dismissal committee
9. Plan and provide in-service training programs on the teaching of reading
10. Ensure time, during the school day, for the teaching of reading
11. Assess the effectiveness of the total school reading program

AREA TEACHER SPECIALIST IN READING, K-12

Under the direction of the area reading supervisor and area director for instruction, the area reading teacher specialist assists principals and teachers at all levels in improving local school reading programs. More specifically, the responsibilities are to:

1. Assist principals and teachers in establishing developmental and remedial reading programs
2. Assist teachers in developing both daily and long-range plans
3. Develop and conduct in-service workshops for principals, teachers, and area staff
4. Assist in analyzing, interpreting, and using schoolwide and individual reading test data
5. Articulate central office and county policies related to reading
6. Assist in writing and revising curriculum materials for reading
7. Serve on the reading evaluation and selection committee
8. Establish a resource and materials laboratory within the area as a center for staff development
9. Participate in countywide meetings of area reading language arts teacher specialists
10. Meet monthly with the coordinator of reading and at other times as needed

AREA SUPERVISOR OF READING

The area reading supervisor works within the assigned area, at the elementary, middle, and junior senior high levels, and is directly responsible to the area director for instruction. More specifically, the responsibilities are to:

1. Develop, coordinate, and administer with local school principals a long-range and a short-range comprehensive program and the services relative to these programs, based on a system for continuous assessment of reading needs and student and program success
2. Assume leadership in coordinating the efforts of professional personnel who form the area leadership team (school- and area-based reading teachers, teacher specialists in reading, pupil personnel workers, and other interested area personnel) in order to ensure that their efforts reinforce one another
3. Develop and direct K-12 in-service programs for new and experienced professional and paraprofessional personnel at both the area and local-school levels, working with local school staffs in all phases of such programs
4. Articulate to the professional staff and to community groups the MCPS reading program and services within the area.
5. Meet regularly with the coordinator of reading
6. Assess the effectiveness of the total reading program in the area

READING DIAGNOSTICIAN

Specific Responsibilities:

1. Analyze in depth the reading and learning problems of students referred for an evaluation. These referrals (K-12) may be initiated by the school, pupil personnel worker, or parent/guardian; or through school medical services.

2. Evaluate, for placement and program, students who are new to the MCPS and for whom no helpful records are available.

3. Analyze the results of the tests; and write reports of findings, educational suggestions, and recommendations.

4. Confer with school and other personnel involved in cases. This could include professionals from a variety of services; e.g., psychologist, pupil personnel worker, and school medical worker; also, in some cases, a psychiatrist, an ophthalmologist, or a private tutor present at conferences.

5. Participate in parent/guardian and school/parent/guardian conferences; interpret findings and recommendations.

6. Make follow-up review of cases, when possible; and reevaluate when appropriate.

7. Assist schools upon request in evaluating total school reading program or grade level reading programs.

8. Participate, as requested, in screening for early identification of possible reading and learning problems.

9. Participate in conferences, workshops, and in-service programs in reading.

10. Cooperate with reading specialists and reading supervisors in plans for improvement of the reading program.

AREA DIRECTOR FOR INSTRUCTION

Under the direction of the area associate superintendent, the ADI provides areawide leadership in instructional improvement, implementation of new programs, and quality assurance. More specifically the responsibilities of the ADI are to:

1. Work with principals, assistant principals, teacher specialists, and resource teachers in improving reading instructional opportunities for students.

2. Assist the principal and his/her staff in planning for the coordination of the efforts of department resource teachers in implementing the total school reading program.

3. Coordinate the efforts of the area reading/language arts staff in supporting local school reading programs.

4. Assist principals in the implementation and evaluation of reading programs and their efforts to provide in-service opportunities for staff members.

5. Evaluate the instructional reading needs for the area and provide such support as needed

6. Monitor and evaluate the work of the supervisor of reading

7. Analyze and interpret test results for the area

AREA ASSOCIATE SUPERINTENDENT

Specific responsibilities:

1. The associate superintendent reviews and approves the individual school organizational reading plan in relation to its reading needs.

2. The area associate superintendent deploys and utilizes the staff to achieve the best support and improvement of the school reading programs within the area.

3. The associate superintendent explains and implements school system reading policies, procedures, and programs to the community and provides information about local school reading programs to the superintendent of schools and to the Board of Education.

COORDINATOR OF READING

Under the leadership of the director of the Division of Academic Skills, the director of the Department of Instructional Planning and Development, and the associate superintendent for Program and Development, the coordinator of reading has the responsibility for leadership in the planning, development, and the monitoring of the total reading program. More specifically, the responsibilities are to:

1. Analyze countywide reading test scores for trends

2. Share results of test analysis with appropriate MCPS personnel

3. Develop budget requests to support the reading program

4. Chair the committee for the evaluation and selection of reading materials

5. Conduct teacher specialist workshops in reading for curriculum development and revision purposes

6. Revise the reading sections of the *Program of Studies K-8* and *9-12*, when required

7. Conduct countywide meetings for reading supervisors for the purpose of articulating local and state requirements in reading

8. Assist principals and teachers when requested in clarifying the MCPS goals and objectives

9. Coordinate in-service reading workshops and teacher courses relevant to the needs of teachers

10. Prepare reading reports to MSDE

11. Interpret the reading section of the *Program of Studies* to the professional staff and community

12. Assist schools in selecting curriculum materials in reading, when requested

13. Work with countywide community groups in articulating the MCPS reading program

14. Assist in interpreting the reading program to the Board of Education

15. Serve as reading liaison with MSDE

16. Keep informed of new trends and programs in the field of reading

The responsibilities of many other administrators are obviously important to the implementation and monitoring of an effective reading program. These are not included here because the responsibilities of these administrators impinge on the reading program in the same way that they affect the programs in all of the other curricular areas.

SUMMARY

The current MCPS Reading Program is based upon state and county goals and objectives, is implemented with a variety of materials to support student achievement, and is assessed by standardized and informal instruments. State, county, and local school recordkeeping systems provide for articulation of student progress. The current program will be more uniformly implemented with the development of the MCPS Instructional System.

An Instructional System in Reading/Language Arts (ISR/LA K-8) for MCPS is currently being developed over a five-year period by classroom teachers, reading teachers, teacher specialists, reading supervisors, and central office staff. ISR/LA will provide a management tool to keep track of students' learning experiences and progress in reading, speaking, listening, and writing. The instructional system will have clearly defined performance objectives developed within a variety of materials as part of the instructional component. Student progress will be monitored and recorded as a result of the assessment and reporting components operating within the total system for reading/language arts.

INSTRUCTIONAL GUIDES AND RELATED MATERIALS

INSTRUCTIONAL GUIDES

Teaching Reading Skills, Volume I, Bulletin No. 246.

Teaching Reading Skills, Comprehension — Critical Reading/Thinking K-12, Volume II, Bulletin No. 246.

Teaching Reading Skills, Prereading, Volume III, Bulletin No. 246.

RELATED MATERIALS

A Reading Program Guide for the Montgomery County Public Schools, K-12.

MCPS and MSDE Reading Guides Keyed to Grade Nine Basic Proficiency Test in Reading, Summer 1976.

Functional Reading Objectives Keyed to Reading Instructional Guides and Activities, Grades 5 and 6, A Resource Guide for Teachers, 1977.

Functional Reading, Volume I (MSDE) 1975.

Functional Reading, Volume II (MSDE) 1975.

APPENDIX A

STANDARDS FOR SUCCESSFUL READING PROGRAMS*

The Maryland State Department of Education adopted, in 1976, *Standards for Successful Reading Programs*. According to the standards, beginning in 1979 all schools in the state are expected to complete an annual evaluation of their reading programs. A standard is achieved whenever the school can *document* evidence of having accomplished the intent of the standard. Listed below are the standards:

POINT OF VIEW

Standard 1 — EACH SCHOOL SHOULD HAVE A FORMALLY WRITTEN POINT OF VIEW WHICH IS CONSISTENT WITH THOSE OF THE STATE AND THE LOCAL SCHOOL SYSTEM.

The state point of view:

a) Defines reading as the process of getting meaning, not only from the printed word but also from any form of print and nonprint materials
b) Makes available to readers a wide variety of print and nonprint material from which they may freely choose
c) Enables readers to learn to read print by a method of instruction which is consistent with their styles of learning
d) Provides individuals with sympathetic teachers who are students of the reading process and who are readers themselves
e) Teaches reading as an integral part of the communicative process through observing, listening, speaking, and writing
f) Teaches reading for enjoyment, entertainment, and recreation as well as for the acquisition of knowledge in specific content areas
g) Bases reading achievement on objective evaluative criteria developed from accepted research and theories of human learning

GOALS AND OBJECTIVES

Standard 2 — SCHOOL BUILDING READING OBJECTIVES MUST BE DEVELOPED FOR INSTRUCTIONAL PROGRAMS FROM THE ADOPTED STATE AND SCHOOL SYSTEM ACCOUNTABILITY GOALS IN READING.

Maryland's state reading goals are designed to teach students to:

a) Utilize a variety of reading materials
b) Use a word recognition system
c) Comprehend various reading material
d) Meet the reading demands for functioning in society
e) Select reading as a personal activity

Standard 3 — THE READING GOALS AND OBJECTIVES MUST BE DISSEMINATED TO THE SCHOOL STAFF, STUDENTS, PARENTS, AND COMMUNITY.

Standards for Successful Reading Programs, Maryland State Department of Education,1976.

PROGRAM IMPLEMENTATION

STUDENTS

Standard 4 — EACH SCHOOL STAFF SHOULD IDENTIFY GROUPS OF STUDENTS WITH SIMILAR INSTRUCTIONAL NEEDS WHERE APPLICABLE.

Such groups are:

a) Typical readers
b) Disadvantaged readers (who qualify for Title I, Elementary and Secondary Education Act)
c) ESOL (English for Speakers of Other Languages) readers
d) Highly able readers
e) Severe problem readers
f) Out-of-school youth (who qualify for adult basic education)
g) Post-secondary bound readers (both college and vocational)
h) Handicapped students (State Law: Article 77, Sections 106 D, E: intellectually limited; learning disabled; emotionally disturbed; communicative disordered; vision impaired; multiple handicapped; and orthopedically handicapped)

Standard 5 — EACH SCHOOL STAFF SHOULD SELECT FROM ITS SCHOOL BUILDING ACCOUNTABILITY OBJECTIVES IN READING THOSE WHICH ARE APPROPRIATE FOR EACH IDENTIFIED GROUP OF STUDENTS WITH SIMILAR INSTRUCTIONAL NEEDS IN THE SCHOOL.

STAFF

Standard 6 — EACH STAFF MEMBER (ADMINISTRATOR, READING SPECIALIST, READING TEACHER, AND CLASSROOM TEACHER) MUST BE CERTIFIED TO TEACH READING ACCORDING TO THE MARYLAND STATE CERTIFICATION STANDARDS.*

Standard 7 — THE SCHOOL STAFF SHOULD UTILIZE A TEAM APPROACH (SCHOOL AND/OR SYSTEM SPECIALISTS) TO COORDINATE THE TOTAL READING PROGRAM AND TO ADDRESS STUDENTS' READING PROBLEMS.

Standard 8 — THE SCHOOL STAFF (ADMINISTRATORS, SPECIALISTS, TEACHERS) SHOULD PARTICIPATE IN ONGOING READING IN-SERVICE PROGRAMS.

Standard 9 — THE SCHOOL STAFF SHOULD MAKE USE OF AVAILABLE SUPPORTIVE SERVICES FOR READING LEADERSHIP PURPOSES: READING TEACHERS, SPECIALISTS, SUPERVISORS CONSULTANTS, AND PERSONNEL FROM TEACHER-TRAINING INSTITUTIONS.

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*Technically, MSDE does not require principals to have a course in reading, although most principals do. MSDE does require elementary classroom teachers and secondary English and social studies teachers to have a reading methods course.

Standard 10 THE SCHOOL STAFF SHOULD UTILIZE FOR ENRICHMENT SUCH COMMUNITY RESOURCES AS PARENTS, COLLEGE STUDENTS, RETIRED CITIZENS, AND BUSINESS AND INDUSTRY PERSONNEL.

ORGANIZATION

Standard 11 THE SCHOOL ADMINISTRATOR SHOULD BE RESPONSIBLE FOR THE ARTICULATION AND COORDINATION OF THE SCHOOL READING PROGRAM. THE ADMINISTRATOR MAY RECEIVE ASSISTANCE FROM A STAFF MEMBER WHO HAS SPECIAL TRAINING IN READING.

Standard 12 THE SCHOOL ADMINISTRATOR SHOULD PROVIDE TIME TO INSURE THE ACHIEVEMENT OF THE READING PROGRAM OBJECTIVES WITHIN THE INSTRUCTIONAL SCHEDULE.

Standard 13 THE SCHOOL STAFF SHOULD DETERMINE THE ORGANIZATIONAL PATTERNS IN THE TOTAL SCHOOL ENVIRONMENT BASED UPON THE INSTRUCTIONAL NEEDS OF THE STUDENT POPULATION AS DEFINED IN STANDARD 4.

Standard 14 THE SCHOOL STAFF SHOULD MAINTAIN A RECORDKEEPING SYSTEM TO PROVIDE DATA FOR THE FOLLOWING:

a) Specific evidence of student progress
b) Information for reporting progress to students and parents
c) Input for evaluating the school's organizational structure and curriculum

Standard 15 THE SCHOOL SHOULD CONDUCT AN ONGOING OUTREACH PROGRAM FOR PARENTS AND THE COMMUNITY TO PROVIDE INFORMATION ABOUT THE READING PROGRAM

INSTRUCTIONAL PRACTICES

Standard 16 THE SCHOOL STAFF SHOULD DEVELOP AN APPROPRIATE INSTRUCTIONAL PROGRAM TO ACHIEVE THE SPECIFIC OBJECTIVES FOR GROUPS OF STUDENTS DEFINED IN STANDARD 4.

Standard 17 TEACHERS SHOULD EMPHASIZE READING IN THE CONTENT AREA (K-12) BY UTILIZING:

a) Content materials (fiction and nonfiction) in the teaching of reading
b) Techniques to facilitate the reading of materials in the various disciplines

Standard 18 THE SCHOOL STAFF SHOULD UTILIZE THE SERVICES OF THE MEDIA CENTER AS AN INTEGRAL PART OF EACH STUDENT'S READING PROGRAM.

Standard 19 THE SCHOOL STAFF SHOULD DESIGN AND IMPLEMENT INSTRUCTIONAL ACTIVITIES TO FOSTER A POSITIVE ATTITUDE TOWARDS READING.

MATERIALS AND EQUIPMENT

Standard 20 THE SCHOOL STAFF SHOULD INVENTORY AND CATEGORIZE READING MATERIALS AND EQUIPMENT IN THE SCHOOL ACCORDING TO THE SELECTED SCHOOL BUILDING READING OBJECTIVES APPROPRIATE TO THE GROUPS OF STUDENTS HAVING SIMILAR NEEDS DEFINED IN STANDARD 4.

Standard 21 THE SCHOOL STAFF SHOULD SELECT AND EVALUATE NEW MATERIALS APPROPRIATE FOR EACH SCHOOL BUILDING READING OBJECTIVE, USING LOCAL SCHOOL SYSTEM PROCEDURES.

Standard 22 THE SCHOOL STAFF SHOULD RECEIVE INSTRUCTION IN THE PURPOSES AND APPROPRIATE USE OF ALL SCHOOL READING MATERIALS AND EQUIPMENT.

Standard 23 THE SCHOOL STAFF SHOULD SELECT MATERIALS IN VARIOUS DISCIPLINES (K-12) FOR VARIETY AND APPROPRIATENESS TO THE INSTRUCTIONAL READING LEVEL OF THE STUDENTS.

FACILITIES

Standard 24 THE PHYSICAL ARRANGEMENT OF THE SCHOOL BUILDING SHOULD FACILITATE THE IMPLEMENTATION OF THE READING PROGRAM BY PROVIDING APPROPRIATE AREAS.

Such areas should be provided for:

a) Groups of students with similar instructional needs
b) Staff
c) Materials and equipment
d) Instruction
e) Media centers and services (outlined in Criteria for Modern School Media Programs, and Media Center Facility Design for Maryland, Maryland State Department of Education)

ASSESSMENT

Standard 25 STUDENT ACHIEVEMENT SCORES FOR THE SCHOOL POPULATION SHOULD BE EQUAL TO OR ABOVE THE DECLARED EXPECTED SCHOOL READING ACHIEVEMENT LEVEL AS DEFINED BY THE MARYLAND ACCOUNTABILITY FORMULA AND GRADE LEVELS.

Standard 26 STUDENTS SHOULD ACHIEVE A BASIC LITERACY LEVEL (STATE READING GOAL 4) AT GRADES 7 AND 11 AS DEFINED BY THE MARYLAND ACCOUNTABILITY PROGRAM (MARYLAND BASIC SKILLS MASTERY TESTS).

Standard 27 SCHOOL STAFFS SHOULD USE THE RESULTS FROM INFORMAL DIAGNOSTIC AND ACHIEVEMENT DEVICES AS A BASIS FOR MAKING NECESSARY CHANGES IN INSTRUCTIONAL ACTIVITIES FOR INDIVIDUAL STUDENTS.

Standard 28 SCHOOLS MUST DISSEMINATE ACHIEVEMENT RESULTS TO THE SCHOOL COMMUNITY.

GLOSSARY

context — the parts of a spoken or written expression that surround a word or passage and can throw light upon the meaning

decode — to go from written or oral language (code) to *meaning;* to recreate in the mind of the listener or reader the *meaning* expressed by the speaker or writer

encode — to go from *meaning* to *code,* either written or oral. (1) Written: to *produce* written language; to transform meaning in the mind of a writer into a graphic sequence, following the written language code; (2) Oral: to *produce* oral language; to transform meaning in the mind of a speaker into a sound sequence following the rules of the language code

recode — (1) to call or sound out a word; to go from the written code to its oral counterpart; or (2) to go from the oral code to its written counterpart (as in taking dictation); both *without meaning being necessarily involved*

syntactic — pertaining to syntax: the order of words in sentences, the structure of the language. Syntax is the division of grammar dealing with patterning of morphemes and words into larger structural units (noun and verb groups, phrases, clauses, and sentences).

COMPETENCY-BASED PREREQUISITES FOR GRADUATION (BASIC SKILLS — READING)

Resolution No. 1978-41

The attached resolution was approved by the Maryland State Board of Education on August 30, 1978, and is effective immediately.

Specifically the requirements are:

1. Beginning in 1982, graduation from any public high school in Maryland will require students to achieve 80% mastery on the Maryland Functional Reading Test (MFRT) in addition to present requirements.

2. Beginning in the fall of 1978, students in Grade 9 will take the MFRT and will fulfill the state reading prerequisite for graduation when scoring at the 80% to 100% level correctly.

3. If a student's assessment score appears invalid based on the school staff's judgment, the superintendent may grant permission for the student to retake the test within one month after receiving the test results.

4. Students who do not achieve at the 80% level shall be placed in a reading assistance program and retake the test yearly in Grades 10, 11, or 12 until they achieve a score of 80%-to-100% correct on the MFRT.

5. Students who shall be exempt are those already identified by existing procedures as [reading at] Levels IV and V and [those] transferring into the Maryland public school system after February 1 of their senior year, unless they request a waiver of the local superintendent.

6. The principal shall inform both students and parents or guardians of the results of each assessment.

7. The principal shall inform those students and their parents or guardians of their exemptions from the requirement.

8. Options for students not fulfilling the reading prerequisite after four years of high school are:

   a) Students with a school history of being unable to perform paper-and-pencil assignments may, with the approval of the local superintendent, use tasks other than pencil and paper to demonstrate their mastery of the level of at least 80% of the material tested by the MFRT to a panel of three professional staff members.

   b) Students with the approval of the local superintendent may return to high school to enroll in day, evening, or summer reading assistance programs whenever they are available. A diploma may be granted upon achieving the 80% level on the MFRT if all other graduation requirements were met.

   c) Students may, with the approval of the local superintendent, enroll in day or evening classes and pass the class requirements. A diploma may be granted upon achieving the 80% level on the MFRT if all other graduation requirements were met.

MCPS is implementing these requirements as follows:

1. All middle and secondary principals and resource and reading teachers will have received a copy of the adopted resolution by October 1, 1978.

2. All principals of schools with Grade 9 will be directed to analyze immediately upon receipt the Grade 9 MFRT results and determine whether there are scores (below the 80% level) which appear invalid.

3. All principals of schools with Grade 9 will be directed to identify those students (below the 80% level) who may need to retake the test and to seek permission of the superintendent within one month after receiving the test results.

4. All principals of schools with Grade 9 will provide reading assistance programs tailored to the deficiencies of the students failing to achieve at the 80% mastery level on the MFRT.

5. All principals will be told to disseminate to students and parents/guardians the requirements of this resolution, emphasizing its options and exemptions.

Finally, MCPS Regulation 310-3 on High School Graduation Requirements will be revised to reflect this new requirement.

Resolution

Maryland State Board of Education

August 30, 1978

Resolution No. 1978-41

Re: Competency-Based Prerequisites for Graduation (Basic Skills-Reading)

RESOLVED, That the State Board of Education hereby amends Bylaw 13.03.01.02C.2 to read as follows:

3.03.01.02C(2)(b) **Competency Prerequisites. A student must demonstrate minimum competencies in areas of human activity (see Regulation .04).**

RESOLVED, That the State Board of Education hereby adopts the following text as Bylaw 13.03.01.04:

13.03.01 General Standards

.04 Competency-based Prerequisites for Graduation Including Options and Exemptions: Requirements for Assistance Programs and Remediation.

A. Requirement. Beginning in 1982, graduation from any public high school shall be granted when students meet the present graduation requirements (see COMAR 13.03.01.02C) and also fulfill minimum competencies which shall be set forth in a document to be considered and adopted hereafter by the State Board of Education and which shall be entitled "Declared Competencies Index."

B. Revision. The "Declared Competencies Index" shall be subject to continuing review and to a comprehensive review and revision in 1982 and not less often than every 6 years thereafter.

C. Requirements and Procedures for Competency-based Prerequisites in Basic Skills (Reading).

(1) Assessment of Students.

(a) The local education systems shall assess the reading achievement of students in grade 9 beginning in the fall of 1978 by administering the Maryland Functional Reading Test (MFRT). To fulfill the State reading prerequisite for graduation, a student shall answer at least 80 percent of the questions on that test correctly.

(b) If a student's MFRT score appears invalid in the school staff's judgment based on the student's classroom performance and other test data, this student may with the approval of the local superintendent either retake the test within 1 month after receiving the test result or demonstrate mastery of the material through classroom reading activities, prescribed by the local education system, subject to approval by the State Superintendent of Schools.

(c) Students who have not attained an MFRT score of 8 percent shall enroll in an appropriate reading assistance program and shall retake the test yearly in grades 10, 11, or 12 until they achieve a MFRT score of at least 80 percent.

(d) The Department of Education shall announce yearly the test form and testing schedule.

(e) The assessment procedures and regulations shall be the same as those issued for the Maryland Accountability Program (see Article 77, §28A).

(2) Student Exemptions. The following students shall be exempt from the provisions of this regulation:

(a) Students already identified by existing procedures as handicapped at Levels IV and V (see Regulation .06E(3)(d) and (e) under COMAR 13.04.01.)

(b) Students transferring into the Maryland public school system after February 1 of their senior year, unless these students request a waiver of this exemption from the local superintendent of schools.

(3) Records and Information.

(a) Records of minimum competency fulfillment shall be kept for individual students in accordance with the regulations of the State Board of Education (see COMAR 13.07.05 Maryland Pupil Data System—Manual of Instruction).

(b) Records and information shall be kept in accordance with the Guidelines for Students' Responsibilities and Rights (see COMAR 13.07.03.02).

(c) The school principal shall inform both the students and the parents or guardians of the result of each competency assessment. Information and records shall include conditions of fulfilling or not fulfilling the prerequisite: the need for reading instruction, if any; a plan for appropriate reading assistance instruction, if needed, on file at the school for review; and an approximate time for retesting, if needed.

(d) The school principal shall inform those students and their parents or guardians of their exemption from the requirement. Appropriate records shall be maintained.

(4) Appropriate Reading Assistance Program. The local education systems shall provide students who have not fulfilled the reading prerequisites for graduation with an appropriate reading assistance program. This program shall be developed in accordance with the standards for minimum reading levels (see COMAR 13.03.02.06 Reading).

(5) Options for Students Not Fulfilling the Reading Prerequisite. The local education systems shall provide the following options for students who have been enrolled for 4 years of high school and who at the end of grade 12 have not fulfilled the required minimal reading competency:

(a) Certification by Panel. Students with a school history of being unable to perform paper and pencil assignments may, with approval of the local superintendent, use tasks other than pencil and paper to demonstrate their mastery of the level of at least 80 percent of the material tested by the MFRT to a panel of three professional school staff members.

(b) On-campus Class. Students may, with the approval of the local superintendent, return to the high school to enroll in day, evening, or summer reading assistance programs whenever they are available. A diploma may be granted upon fulfillment of the reading prerequisite if all other graduation requirements were met.

(c) Adult Continuing Education Class in Basic Reading. Students may, with the approval of the local superintendent, enroll in day or evening classes and pass the class requirements. A diploma may be granted upon fulfillment of the reading prerequisite if all other graduation requirements were met.